



Cologne
Academy
Local
Literacy
Plan

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Vision: To create an environment for K-8 children where rich character development and effective learning create self-confident students who are able to achieve their personal best academically. Using advanced curriculum that is based on goal oriented results, parents will work with teachers to produce the highest possible level of academic achievement for each individual student.

Mission: To provide students in Cologne and surrounding rural areas with a content-rich education based on a strong foundation of knowledge through the use of the Core Knowledge Sequence and classical curriculum. We are committed to providing a community school with small class sizes where students, parents and teachers work together to achieve accelerated academic achievement and strong character development.

Cornerstones:
Individual Student Achievement
Character Development
Enriched Curriculum
Parent Involvement
Low Student to Teacher Ratio

Program Overview

Integrating a capacity for learning, retaining, and applying knowledge acquired through reading lies deep in the heart of Cologne Academy's vision for the future of each student. The vision, mission, and cornerstones of Cologne Academy continuously repeat the desire for every student to make significant academic achievement through enriched curriculum, interaction between teachers and parents, small student to teacher ratios, and character education that teaches students to be independent learners. The Core Knowledge Sequence, developed by E.D. Hirsh¹, was selected by Cologne Academy's founding board for its proven success to teach students background knowledge. This background knowledge gives students access to a broad landscape of information that helps facilitate reading comprehension as students grow and are required to read increasingly difficult text. Phonemic awareness, phonics, fluency, and vocabulary-based programs, such as SRA's *ImagineIt!*², were selected to support a comprehensive and complete reading program.

Throughout the four years of Cologne Academy's educational existence, data has guided curriculum and instructional support. The school uses standardized tests such as the MCA and norm referenced assessments such as the NWEA³ to determine year-long results. To determine weekly and monthly growth, the school uses interim assessments created or selected by the Curriculum specialist in conjunction with partnership with the academic committee. These assessment results indicate which students need further curriculum and instructional support and in what specific skill. This is then answered through additional instruction by trained reading interventionists. Goals established on the basis of the school's mission and vision and made practical through researched-based curriculum, instructional strategies, and measured by multiple methods of assessment mark Cologne Academy as a place where students develop reading strategies and thrive in understanding the written world in which we live.

Cologne Academy's reading goal is that all students will make at least one year's academic growth based on norm referenced assessments and will demonstrate at least grade level mastery in the five pillars of reading as reflected on STEP reading assessment⁴. To assess the first portion of the goal -which all students make at least one year's academic growth - all students take the Northwest Evaluation Association's (NWEA) Measures of Annual Progress (MAP) Reading assessment in the spring, or in the fall if the student was not enrolled the prior school year. The MAP assesses phonemic awareness, phonics, decoding, vocabulary, and comprehension. The MAP score is then used to determine where each student is academically and then a unique goal score is created for each student. This goal score is determined by

¹*Core Knowledge Sequence*. Charlotteville: Core Knowledge Foundation, 1999. Print. <coreknowledge.org>.

²*SRA Imagine It!*. K-3. McGraw Hill, 2007. Print. <<http://www.imagineitreading.com>>.

³ www.nwea.org

⁴*Strategic Teaching and Evaluation of Progress*. Chicago: The University of Chicago & Urban Education Institute, 2006.

norm referenced research from NWEA's MAP that identifies what numeric score would reflect one year's growth.

The second portion of the goal - that students demonstrate at least grade level mastery in the five pillars of reading - is currently determined by the STEP Assessment. This has recently replaced DIBELS⁵ progress monitoring at Cologne Academy. The STEP assessment determines thirteen levels of literacy and is given no less than three times a year to each student. The assessment defines grade level proficiency in the fall, winter, and spring of each grade level beginning in kindergarten and ending in third grade.

These goals are communicated to parents in the fall during parent teacher conferences. Students' Learning Plans (SLP) are presented to parents with each student's current NWEA MAP score and his or her goal score for the spring. The instructional strategies, curriculum, and behavioral goals the school has determined that will best aid the student in meeting this goal are also displayed on the SLP. Throughout the year, parents are continually made aware of student progress through graded formative assessments sent home, progress reports, and an additional parent teacher conference in February, and other conferences, as needed.

Students are regularly assessed using formative assessments and when the students are reflecting lower results than peers exposed to the same instruction then interventions are implemented. When students are not demonstrating anticipated growth, parents are notified with either an email or phone call home by the student's teacher. These students will receive reading intervention approximately twice a week which consists of twenty minutes of further instruction on specific skills their formative assessments show the students have not yet mastered.

To ensure students receive instruction that will meet these goals, all elementary teachers attend professional development three times a week. Twice a week, teachers meet as a whole group to learn and discuss school-wide initiatives such as *Data Driven Instruction*⁶ and *Teach Like a Champion Techniques*⁷. Once a week teachers meet in a Professional Learning Community (PLC) groups to discuss research-based instructional strategies specific to their grade level or content area. At least 50% of the PLC meetings that Kindergarten through Third Grade teachers attend are devoted to discussion and support on research-based instructional strategies that are implemented into their classrooms. These instructional strategies include guided reading, critical thinking skills, decoding strategies, phonemic awareness, vocabulary, and basic comprehension. These strategies are used with all students, no matter what diverse needs or ethnicity the students' possess.

English Language (EL) students are assessed at the beginning of the year for language proficiency and are given additional reading instruction in skills as indicated through assessment. This instruction includes phonemic segmentation, discrimination of letter sounds, content appropriate vocabulary, and other academic support as indicated by grade level teachers.

⁵*Dynamic Indicators of Basic Early Literacy Skills*. 6. Longmont: Sorpris West, 2005.

⁶Bambrick-Santoyo, P. *Driven by data: A practical guide to improve instruction*. San Francisco, CA: John Wiley and Sons, 2009.

⁷Lemov, D. *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*. San Francisco: Jossey-Bass Inc Pub, 2010. Print.

Ongoing assessments throughout the year are used to indicate strategies that are most successful. End of the year assessments will be submitted annually to the Commissioner with objectives of our assessment program, name and description of tests, and grade level definitions of proficiency. These results will also be incorporated into the local literacy plan and posted on the school website with a reflection on improvement in future years.

Section 1: Statement of Goals and Objectives

Grade	Fall '09-Spring '10	Fall '10-Spring '11
K	96.2%	78.0%
1	77.4%	63.2%
2	91.7%	73.2%
3	50.0%	83.3%
4	76.9 %	81.3%
5	100.0%	70.6%
6	71.4%	76.9%
7	NA	45.5%
All School	72.1%	73.3%

Table 1.1 Measure of Academic Growth in Reading as defined by Normed Reference Assessment NWEA

The reading goal at Cologne Academy is two-fold. The first goal is for all students to make at least one year’s academic growth based on the norm referenced assessment NWEA and second, that all students will demonstrate at least grade level mastery in the five pillars of reading as reflected on STEP reading assessment.

The first portion of the goal is that all students will make at least one year’s academic growth as defined by the NWEA MAP assessment. This year, other progress monitoring assessments have been implemented throughout the school year. These assessments give greater detail as to the specific skill each student needs to improve and can be used to offer effective instruction to all students. The NWEA, however, is still the assessment used to show growth over a longer amount of time and add validity to the mid-year assessments. Cologne Academy is currently in its fourth year and has given the NWEA assessment each year. Table 1.1 shows growth in reading in past years.

With such small populations in each grade and having so few years with those who came to our school when we opened in Fall 2008, we are anticipating the ability to see more trends in data in future years. Individual students in kindergarten and second grade each represent two percentage points, with the value of each student increasing in each grade until each Seventh Grader represents a little more than 7%. As the school grows and enrollment increases, attrition will not effect the test results as much. Students in kindergarten through second grade did show a decrease in the number of students who made one year’s growth. To answer this concern, this year the school added mid-year assessments that highlight specific skill mastery and small group instruction created to instruct specifically students’ demonstrated needs.

The second portion of the goal, that all students demonstrate at least grade level mastery, was assessed by STEP rather than DIBLES this year. In order to increase awareness of each student’s reading growth in the five pillars of reading, students are now given the STEP

assessment four times throughout the year. The STEP assessment defines proficiency not only at the end of the year each year, but defines where students should be at three different times during the year in each grade, kindergarten through third grade. This ensures awareness of instructional gaps or specific student needs that are not being addressed soon after they occur rather than waiting until the end of the year when there is no time left to change instruction to meet students’ needs. These assessments, along with formative assessments, are used to identify students for interventions throughout the year and to document success in interventions. Table 1.2 displays the definition of proficiency at each term throughout each grade level by skill assessed and the score the student must receive to be defined proficient. Appendix I gives further detail on the rubrics for Fluency and Retell.

Grade Level	Fall Proficiency	Winter Proficiency	Spring Proficiency
Kindergarten	Letter-Name Identification: 34/54 Letter-Sound Identification: 8/26 Phonemic Awareness: 6/10 Developmental Spelling: 5/30 Concepts About Print: 10/13 Reading Record: 5/5	Letter-Name Identification: 50/54 Letter-Sound Identification: 18/26 Phonemic Awareness: 6/10 Developmental Spelling: 12/30 Reading Accuracy: 89/100 Comprehension 4/5	Letter-Sound Identification: 24/26 Phonemic Awareness: 8/10 Developmental Spelling: 18/30 Reading Accuracy: 88/100 Comprehension 4/5
First	Reading Accuracy: 90/100 Reading Rate: 30/75 Fluency: 3/4 Comprehension: 5/6 Developmental Spelling: 16/30	Reading Accuracy: 90/100 Reading Rate: 40/75 Fluency: 3/4 Comprehension: 5/6 Developmental Spelling: 24/30	Reading Accuracy: 90/100 Reading Rate: 40/75 Fluency: 3/4 Comprehension Of Oral Reading: 5/6 Comprehension Of Silent Reading: 3/4
Second	Reading Accuracy: 90/100 Reading Rate: 50/101 Fluency: 3/4 Comprehension Of Oral Reading: 3/4 Comprehension Of Silent Reading: 3/4	Reading Accuracy: 90/100 Reading Rate: 50/101 Fluency: 3/4 Comprehension: 6/8 Retell: ¾	Reading Accuracy: 90/100 Reading Rate: 50/101 Fluency: 3/4 Written Comprehension: 2/3 Oral Comprehension: 4/5 Retell: 3/4
Third	Reading Accuracy: 90/100 Reading Rate: 75/126 Fluency: 3/4 Written Comprehension: 2/3 Oral Comprehension: 4/5 Retell: 3/4	Reading Accuracy: 90/100 Reading Rate: 75/126 Fluency: 3/4 Written Comprehension: 2/3 Oral Comprehension: 4/5 Retell: ¾	Reading Accuracy: 90/100 Reading Rate: 75/126 Fluency: 3/4 Written Comprehension: 2/3 Oral Comprehension: 4/5 Retell: 3/4

Table 1.2 Reading Proficiency Defined Kindergarten – Third Grade by Term

As students master skills, they are no longer assessed in that skill or the definition of mastery increases. For example, in the fall of Kindergarten 5/30 correctly spelled spelling patterns are defined as proficiency where 18/30 is defined as proficiency at the end of the year. With each term, the complexity of text increases and more and more skill in inference is required to comprehend text. In such cases, the number of correct answers does not increase for the definition of proficiency but rather the ability to answer the same amount of questions correctly about a more difficult text.

In March, 70% of all students in kindergarten through third grade reflected proficiency according to the definition above. Cologne Academy shows greatest strength in decoding strategies as is reflected in stronger percentages of proficiency in the younger grades.

- Ninety percent of kindergarteners met proficiency. Those not yet at proficiency show need for further practice and instruction in a large variety of skills.
- Eighty-four percent of first graders met proficiency. Most students reflected further practice and instruction in reading accuracy, comprehension, and reading rate.
- Eighty-two percent of second graders met proficiency. Students who did not meet proficiency did not reach comprehension of what was read silently and retelling the story.
- Forty percent of third graders scored proficient. A large number of students struggled to retell a more complex story with a plot and subplot, increased number of important details, and an abstract theme.

Grade	Fall	Spring
K	88%	90%
1	64%	84%
2	52%	82%
3	15%	40%
K-3	56%	70%

Table 1.3 Percent of Students at Proficiency as defined by time of year.

Since this is Cologne Academy's students first year taking the STEP Assessment, we are unsure of how these results align with the results of comprehension proficiency as defined on the Third Grade Reading MCA II or how it will be redefined on the Reading MCA III next year. The STEP assessment requires students to give answers to comprehension questions orally or in short answer format whereas the MCA II requires only multiple choice and does not require retell at all. Sixty-seven percent of all third graders were able to meet or exceed expectation in all skills except retell, and as reflected on the Literacy Plan Data. Third grade has always performed significantly higher than this on the Reading MCA II in previous years.

As displayed on Table 1.3, students have made great strides toward meeting these new and more rigorous expectations during the year. At the beginning of the year a surprisingly high number of students performed below grade level expectations. In response to these scores each student met with teachers in guided reading groups to receive instruction on specific skills they had not yet mastered and students with needs above and beyond their classmates received interventions. As a result, the percent of students currently at grade level expectation has risen drastically and on average students have reflected a year and a half growth and only 14% of all students have not yet made one year's growth.

To ensure this continued growth, reading instruction is essentially broken into three portions - whole group instruction, guided reading instruction, and reading intervention instruction. Whole group instruction covers the pillars highlighted in dark blue on Table 1.4. All kindergarten students receive whole group instruction oral language development, print awareness, phonological and phonemic awareness, sounds and letters, vocabulary, and comprehension. Student in first, second, and third grade receive similar whole group instruction but with a greater focus on phonics and fluency and writing and grammar. Beginning in second grade, vocabulary instruction is supplemented by *Wordly Wise 3000*⁸ where students are required to apply new vocabulary in multiple contexts and spend a significant amount of time understanding multiple meaning words. Teachers use *SRA's Imagine It!* series and *Wordly Wise 3000* to instruct and assess these skills. Teachers also use formative assessments, such as worksheets, that reflect skills taught and self-created exit tickets⁹ to ensure student learning and to change future lessons, as needed.

Whole group instruction ensures that all students gain the skills needed to be successful and more complex skills at future reading levels. However, this does not address the academic

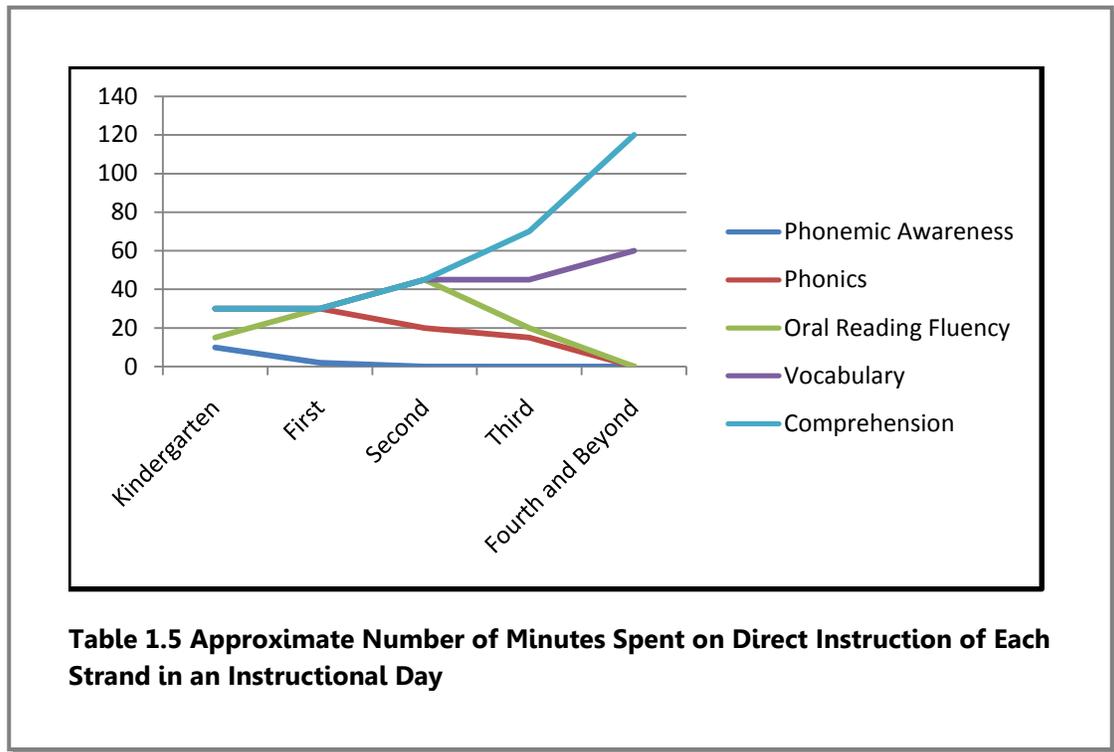
Phonemic Awareness	Phonics	Oral Reading Fluency	Vocabulary	Comprehension
Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten
First Grade				
Second Grade				
Third Grade				
Fourth Grade				
Fifth Grade and Beyond				

Table 1.4 The Five Pillars of Reading at Cologne Academy

needs of students who have already shown mastery of skills defined as grade level by the

⁸Hodkinson, Kenneth, and Sandra Adams. *Wordly Wise 3000*. 2nd ed. 2, 3. Cambridge: Educators Publishing Service, 2007.

⁹ Exit Tickets- an answer to a question that reflects what each individual student learned during that lesson that pertains to the Lesson objective, Lemov.



curriculum used or of the needs of students who have not yet mastered skills that the curriculum assumes has already been mastered. To ensure all students make academic growth, students are grouped according to their reading level as defined by the STEP assessment and formative assessments used in the classroom. In small group instruction, students are grouped according to the skills they have yet to master. Teachers use *Reading A-Z* books¹⁰ or *Leveled SRA Readers*¹¹ to teach decoding strategies, fluency, comprehension of text read orally and silently, and retell strategies. The instruction during reading small groups is solely based on skills students have showed they have not yet mastered. During this time, teachers share with students what patterns they have noticed in their reading and what they want the student to change. Each student meets with a teacher in a small group setting every day for twenty minutes in kindergarten and first grade and three times a week for twenty minutes in second grade, unless a student is performing below grade level. If a student is performing below grade level in reading, they receive small group reading instruction five times a week for twenty minutes.

In addition to the increased minutes in small group instruction that is tailored to the students' academic needs, students who are performing below grade level also receive twenty minutes of intervention instruction twice a week. When a student is performing below grade level, teachers create a specific list of skills the student is struggling with as reflected on the ongoing STEP Assessment or formative assessments such as high fluency words check, reading

¹⁰ Reading A-Z Books

¹¹ Leveled SRA Readers

comprehension written answers, reading fluency checks, phonemic segmentation, and letter sound identification. The intervention teacher uses selected curriculum and strategies as mentioned further in Section 5 and documents progress as student increases their skills. If students do not show improvement after six weeks, additional interventions are put in place and progress is again documented.

It is the passion of Cologne Academy that all students meet their academic potential. This is reflected in defining reading proficiency not only at the end of the year, but an additional two times during the academic year. The combination of whole group instruction with small group reading instruction tailored to all students' needs and additional interventions for students performing below the school's definition of proficiency also support this passion. Cologne Academy is constantly growing and new challenges will continually occur, but with these systems in place we will be able to identify deficits quickly to ensure each student receives the academic support he or she needs to be successful in the future.

Section 2: Statement of Process to Assess Students

Student results on assessments drives instruction at Cologne Academy. Students in kindergarten through third grade are given three levels of assessment, as mentioned in Section 3. The first level is an annual NWEA assessment in the spring to indicate academic growth throughout the year, the second, the STEP assessment given three times during the school year and once in the spring, and finally, formative assessments are given at a minimum weekly basis in each skill.

The spring NWEA assessment is given to all students in a consistent environment with a consistent number of teachers administering. All students are given as much time as needed to complete the assessment. All kindergarteners, second graders, and new students also take the NWEA in the fall. Kindergarteners and new students take the NWEA in the fall in order to help identify what each student already knows. Second grade students take the NWEA Reading with Goals 2-5 in the fall because it requires students to read the assessment where the NWEA Preprimary Reading with Goals that they take in the spring of first grade reads the test to them. This fall score gives a more accurate measure of growth for the fall since the students are required to read the assessment independently both times.

All students are given the test in the computer lab where a quiet environment is the clear expectation. There are two adults in the testing area for every twenty-five students to help redirect distracted or loud students. If a teacher notices that a student is not reading questions before clicking an answer and moving to the next, they will address this with the student and encourage them to slow down and consider their answers. All classes are scheduled the same amount of time for each assessment and more time is given to students who have not yet completed the assessment.

The STEP Assessment is given in November, January, March and May. Kindergarteners and new students are given this assessment when they first enroll at Cologne Academy. This assessment is given individually to each student by their homeroom teacher. All teachers received training on how to administer the STEP Assessment at the beginning of the year and observe a staff member previously trained to give the assessment before administering the assessment for the first time. Each teacher was then observed by the same staff member while giving the assessment for the first time. Continued professional development has occurred twice throughout the school year and before teachers give the assessment for the last time there will be a professional development meeting where teachers will watch videos of students taking the assessment and score them together to ensure validity amongst teachers while administering the assessment. In the spring, the teacher of the grade each student is going into will administer their assessment. For example, all second grade students will be given the assessment by the third grade teachers. This gives teachers an opportunity to prepare for the needs of students entering their classroom well in advance, the students a chance to spend a little bit of time with their future teacher, and to ensure validity amongst administrators of the assessment.

Teachers give formative assessments on a weekly basis. Students take spelling tests and comprehension assessments at the end of each week. The spelling tests reflect spelling patterns taught during the week and the comprehension assessments correlate to the story read in class that week and the comprehension strategies taught. Teachers also use exit tickets to reflect student understanding of new and reviewed skills immediately after instruction.

After each STEP Assessment, teachers create reading groups based on the level of proficiency as defined in Table 1.2. Teachers then record the skill where each student did not show proficiency and create small group lessons to teach those specific skills using *Reading A-Z* or *SRA Leveled Books*. As students begin to show further proficiency in these skills, students are informally assessed on the next skill and new lessons are created. Small groups change after each assessment since students grow cognitively at different rates and lessons are based solely on skills where students have already showed a need to improve. Next year, Cologne Academy will incorporate individual goal setting into this process. Immediately after assessing each student, teachers will share results with the students, celebrate skills newly mastered and create goals for skills to be mastered before the next assessment. A copy of the goals achieved and the new goal set will be sent home to the parent to communicate progress and the new skills to achieve.

If all students reflect skill growth in the same area, further professional development is given to the teacher on how to teach that specific skill. For example, at the beginning of the 2011-2012 school year, students entering third grade showed a drastic need for further instruction on retelling a complex story and giving written answers to inferential questions about text. As a result, in the first trimester of the year PLC groups were created to investigate strategies to teach students to infer, give students practice writing their answers, and how to select the most important parts of a story while retelling what happened.

If students score below the defined proficiency level for their grade level at that time of year, skills they failed on are listed and given to the intervention instructor. Teachers email the students' parents and communicate what the students need more practice on and how the parent can help. Next year, the school will incorporate an email format that all teachers will send home to communicate what each student that performs below expectation needs specific work on, how the parent can support the school at home, and what extra supports will be given at school. If the student fails on a skill that many others in their class also failed on, such as inferential questions as indicated in the earlier example, then parents will be notified to work on that specific skill, but students' needs will be addressed in the classroom rather than in intervention. Students will remain in interventions until the skills are mastered at grade level. When the skills are mastered, parents will be notified and students will no longer receive interventions. Students who do not show growth during interventions after six weeks will be offered a different intervention for three weeks and then if still not showing growth, will be referred to Special Education.

In the coming years, Cologne Academy will continue to make strides to use data to ensure students comprehend instruction and are able to make new information meaningful. The school started regular math interim assessments in Fall 2010 and the STEP Assessments for reading in Fall 2011. Each year, teachers will gain a deeper understanding of how to use the results of these assessments in their instruction and in the small group or individual time with each student.

Section 3: Parental Notification and Involvement

All parents are communicated with at several set times during the year. Before the school year starts, parents and students come in to meet the teacher and learn the expectations of the classroom. These conferences give the teacher and parent a chance to connect and communicate educational and behavioral expectations as well as to establish a platform for further communication during the year. The teachers make a point to present themselves as approachable and open to future communication during the year. During this meeting, teachers explain what will happen if a student is identified with a need for intervention and the parent signs a contract that includes agreeing that they understand the intervention process.

The next parent-teacher conference happens in the fall after the first set of STEP and Math Interim Assessments. This is a chance for teachers to share with the parents what skills the student has succeeded in and what skills the student needs to focus on next. During the 2012-2013, when goal setting is implemented, teachers will introduce the student's first reading goal during this time and explain how these will be created and communicated throughout the year. During this meeting, teachers share the student's last NWEA goal and the spring NWEA goal as reflected on each student's individual SLP (Appendix II). This Student Learning Plan explains where the student is at, where they need to be at the end of the year, and the ways the school is

going to help the student meet these goals. The last scheduled parent teacher conference is in February after the second set of STEP and Math Interim Assessments. This is an opportunity to look at the goals set in the fall and to discuss progress and next steps. There is not a conference after the third STEP or Math Interim Assessments, so teachers will communicate the results and skill focus after this assessment via email or other means.

When a student is identified through STEP Assessment for further instruction outside of the regular classroom time, an email will be sent home (or a paper copy to those who do not have email) notifying the parents of the specific skill the student failed, what instruction will happen during interventions, when during the day the child will be pulled out of class, and what the parent can do to support instruction at home. When the student shows mastery and is no longer pulled for a skill, the parent will be notified again.

Section 4: Intervention and Instructional Support

Appendix III contains a complete alignment of Cologne Academy’s core instruction, curriculum resources used, assessments that indicates if students need further instruction on the benchmark, interventions the student will receive, and resources used during instruction. Core instruction occurs during both whole group and guided reading during Language Arts. This Multi-Tiered System of Support gives all students equal opportunity to grade level content during whole group instruction while still addressing specific need areas during small group instruction. Reading strategies of nonfiction text also occurs during History and Science class that all students beginning in kindergarten attend. Assessments used to identify student’s skill mastery in each category range from the STEP Assessment, SRA weekly formative assessments, Core Knowledge assessments, and teacher developed assessments. Most intervention services needed are for benchmarks listed under Foundational Skills. These are all assessed by the STEP Assessment.

Skill	Research Based Strategy
Comprehension	Making connections to the text
	Predicting
	Self-questioning/monitoring
	Summarizing
	Visualizing
	Contextual cues for difficult words
	Evaluating
	Increase vocabulary

Table 1.6 Research-based comprehension strategies used During reading interventions

Once a student is identified for interventions, the teacher sends the communication to the interventionist and additional instruction begins within a week of the communication. The interventionists pull students for 15-20 minutes every other day during Spanish class. This time was selected to ensure that the time was consistent and that students did not miss reading, math, science or history instruction. The interventionists use strategies that are research-based and have evidence of success with struggling students. The instruction is tailored specifically to where the student did not meet expectations on the assessment. All strategies listed under interventions in Appendix III are either from a research-based curriculum or are strategies researched for comprehension and are used with any text. Phonemic, phonological and phonetic strategies used during interventions are used from the lessons in *Road to the Code*¹² and *Road to Reading*¹³. Comprehension research-based strategies used are listed but not limited to those in Table 1.6¹⁴. Interventionists have also been trained internally on the strategies listed in Table 1.6 in order to be able to use any leveled text to teach students these strategies.

Each day a student is pulled, the interventionist does a formative assessment to see what instructional strategies work best for each student. Some of these assessments consist of sight word cards, spelling, running records, comprehension questions, story retell, and vocabulary progress documentation. When students show mastery on these daily formative assessments, students are no longer pulled and a communication is sent home to the parents notifying them of the success.

If students continue to struggle with a skill but show growth, they will continue to be pulled. After six weeks, students who continue to show growth in the skill or concept will have their parents contacted and will be then pulled for a second intervention as recommended by the Special Education staff for three weeks. If this intervention is still not successful, the student is referred to for an evaluation for Special Education.

¹²Blackman, B. A., E. W. Ball, R. Black, and D. M. Tangel. *Road to the code: A phonological awareness program for young children*. Baltimore: Paul H. Brooks Publishing Co, 2000. Print.

¹³Blachman, Benita A., and Darlene M. Tangel M. *Road to Reading*. Baltimore: Paul H. Brooks Publishing Co, 2008. Print.

¹⁴ "Research-Based Reading Comprehension Instruction Focus on Reading Strategies." *perfectionlearning.com*. Perfection Learning, n.d. Web. 22 Apr 2012.

<<http://www.perfectionlearning.com/images/products/pdfs/fors/fors.whitepaper.pdf>>.

Section 5: Professional Development on Scientifically-Based Reading Instruction

Many new initiatives surrounding reading instruction have been implemented in the last year at Cologne Academy. To ensure consistency from classroom to classroom and grade level to grade level, there has been a significant number of professional development trainings both at Back-to-School Workshop in Fall 2010, Fall 2011, and ongoing throughout the year. Teachers were all trained on how to administer the STEP Assessment and use the data in guided reading groups, as well as, how to plan lessons to meet and further instruct students in specific skills. After the first STEP Assessment, answering higher order thinking questions (in grades 1, 2) and retell (in grades 2,3) story read showed a great need of further instruction. To answer this need, PLC groups were created. Teachers of kindergarten, first, and second grades read portions of *Critical Thinking and Formative Assessment: Increasing the Rigor in Your Classroom*¹⁵ by Betsy Moore and together practiced creating critical thinking questions that were grade level appropriate. Teachers of second, third and fourth grade met and read through *Exploring Comprehension Through Retell: A Teacher's Story*¹⁶ and shared resources and ideas on how to teach retell strategies to students.

A Literacy Coach, Lynn Preble, from the STEP Assessment Group visited in January and spent time observing each teacher during guided reading groups and debriefing with them afterwards. She also led Professional Development on inferring and setting up guided reading groups.

Other strategies that have been implemented in the past two years to support instruction are based out of *Teach Like a Champion: 49 Techniques* by Lemov and Atkins. These strategies have been implemented mainly during whole group instruction. Techniques currently present in all classrooms are: SLANT, 3 Ms (lesson objectives that are Measurable, Manageable, and Made First), and Post-it (lesson plans posted before lesson begins). Other techniques that are present in many classrooms are: Break-it-Down, 100%, Right is Right, and No Excuses.

Professional Development is a time to respond to immediate instructional needs, as well. As a result of assessments in all grades, Cologne Academy sees a great need to find new, innovative ways to teach critical thinking skills. In response, many professional development meetings have been spent on *Bloom's Higher Order Thinking Skills*¹⁷, how to ask higher order

¹⁵ Moore, B., and T. Stanley. *Critical thinking and formative assessments, increasing the rigor in your classroom*. 2009. Print.

¹⁶ Pacific Communities with High-performance In Literacy Development (Pacific CHILD), United States. U.S. Department of Education. *Exploring Comprehension Through Retell*. Honolulu: Pacific Resources for Education and Learning, 2004. Web.<http://www.prel.org/media/137771/earlyliteracy_03.pdf>.

¹⁷ Moore. Stanley.

thinking questions, Seminar or Discussion Inquiry techniques, and how to facilitate student discussions as they respond to text.

All new techniques or initiatives are first introduced to the staff either by administration or another staff member who has attended training on the technique. This in-house initial training is usually at least two hours long. Teachers are then offered ongoing training during professional development and given a chance to give and get feedback during professional learning communities focused on the particular topic. Teacher leaders, coaches, and administration then make informal observations of all teachers spread out throughout the school year. Feedback forms are immediately sent to the teacher after the observation and further conversation is initiated, if needed. If the same teacher is observed several times and changes have not been made based on the feedback, a specific plan to ensure student learning is created with the administrator of the school. The Appendix IV shows a sample of the informal observation feedback form.

Section 6: Curriculum and Instruction System

Appendix III outlines the continuum of core instruction and intervention practices. This table displays how each standard is met in whole group instruction, guided reading groups, assessments, and interventions. Additionally, it lists the curriculum used during each of these times. During whole group instruction, *SRA Imagine It!* provides seamless and coherent instruction from grade level to grade level, ensuring foundational skills have been taught and reviewed before more complex skills are introduced. As students show proficiency or need for review in skills taught in *SRA Imagine It!*, teachers are able to introduce the next skill or reteach skills with small groups using researched based techniques and strategies in guided reading groups using *SRA Leveled Readers*, *Reading A-Z*, or other leveled texts. These groups are most often determined by the STEP Assessment given four times during the year, but teacher created and SRA formative assessments are also used to indicate need for small group instruction.

If a student performs below grade level expectations, as listed on the table in Appendix III, parents are notified through an email or phone call with a description of the skill in which they need continued instruction and how they can work with their child at home. The interventions occur as described in Appendix III with the interventions and resources described in Section 4.

In the spring of each year, parents fill out a survey during board elections. This survey seeks feedback from parents on accessibility or information, usefulness of documents, and their understanding of the support strategies explained at the first parent teacher conference and then communicated throughout the year.

All texts are cited within text and are scientifically based and consistent with section 122A.06, subdivision 4.

Section 7: Student Support System of EL Learners

EL learners at Cologne Academy experience inclusion for the vast majority of the day. Teachers are trained in Sheltered Instruction Strategies¹⁸ such as enhancing vocabulary instruction, breaking down steps of new skills, and how to appropriately modify assignments and texts. The intent is for EL learners to gain grade level content while learning English. Explicit language instruction includes phonemic practice and instruction using Lexia¹⁹, a web based reading program, and vocabulary using *Wordly Wise 3000*. Other language instruction is based on what the students are currently learning in class. Rather than using additional curriculum to teach reading comprehension strategies, textbooks and lessons from other content areas such as science and history are used with the strategies on Table 1.6. This combination of explicit language instruction and classroom support gives the EL learner the supports to gain new grade level information while learning English.

Section 8: Communication System for Annual Reporting

The school uses standardized tests such as the MCA and norm referenced assessments such as the NWEA²⁰ to determine year-long results. When a student in kindergarten through third grade first enrolls at Cologne Academy, the STEP Assessment is given as a screening test to identify what skills the student knows and what they need to learn. The STEP Assessment also diagnoses the specific skill in the categories identified on Table 1.2 in Section 2. To determine weekly and monthly growth, the school uses interim assessments created or selected by the curriculum specialist. These assessments indicate who needs further curriculum and instructional support and in what specific skill. This is then answered through additional instruction by trained reading interventionists. Interventionist use progress monitoring tools provided in *Road to Reading* and *Road to the Code* to track progress during interventions.

Information from the STEP Assessment is used to identify students for further instruction and interventions during the year. It is also used at the end of the year to create internal goals for student growth and percent proficiency. The NWEA is also given at the end of the year and is used to measure annual academic growth and create goals for the next year. Each year gives Cologne Academy more data history and future patterns from year to year will help define core strengths in the reading program and areas of further growth. These areas will be addressed with additional professional development and continued instructional support from school leaders and reading coaches.

¹⁸ ECHEVARRIA, J., M. VOGT, and D. J. SHORT. *Making content comprehensible for middle/secondary, the siop model*. Boston, MA: Allyn & Bacon, 2010.

¹⁹ <http://www.lexialearning.com/>

²⁰ www.nwea.org

Each time the STEP Administration is administered to all students, teacher reevaluate the small groups formed based on skills students have mastered. Students are then regrouped according to the next skills they need to master and those who show they are not proficient as defined in Table 1.2 in Section 2 are then pulled during Spanish for interventions. After each administration a report is created and shared with the school board and the authorizer. Within this report students strengths, weaknesses, and instructional strategies that will be used are highlighted. As the school year progresses, the school board and authorizer will be notified in reports of strategies that are showing success or need revision.

On April 26, 2012, Cologne Academy Board of Directors voted and approved the Local Literacy Plan. Directly afterwards, the Plan was posted on the Cologne Academy Website with Section 1: Program Overview highly visible and easy to find. Section 1 contains the goals and objectives of the literacy plan, lists the assessments used and grade levels of administration. The following links are also provided for community stakeholders to access further information on reading strategies used at Cologne Academy.

For further reading on reading assessments used at Cologne Academy:

STEP Assessment: <http://uchicagoimpact.org/step/>

NWEA: <http://www.nwea.org/>

For further reading on reading curriculum used at Cologne Academy:

SRA Imagine It: http://www.imagineitreading.com/NA/ENG_US/index.php

Wordly Wise 3000: <http://www.wordlywise3000.com/>

Reading A-Z: <http://www.readinga-z.com/>

For further reading on strategies used:

Retell: http://www.prel.org/media/137771/earlyliteracy_03.pdf

All Strategies: <http://www.eyoneducation.com/>

Guided Reading: <http://www.thedailycafe.com/>

Appendix I

Fluency:

4	Reads in meaningful phrases; consistently pay attention to punctuation and syntax; reads some or most of text with expression; may slow briefly for problem solving, but quickly returns to fluent reading
3	Reads primarily in 3-4 word phrases; pays attention to punctuation and syntax most of the time, but reads with little expression; may occasionally slow for problem solving
2	Reads primarily in 2-3 word phrases; seldom pay attention to punctuation and syntax; slow problem solving fairly often
1	Reads primarily word-by-word (amy read fast of slow, but rhythm is word-by-word); slow problem solving

Retell:

<p>4 Response shows exceptional understanding Includes all major events of plot in sequence Shows insight into characters Uses important details to enrich retelling</p>	<p>2 Response shows partial understanding Includes at least one major event Mentions main characters, but omits some details May focus on one part of the story</p>
<p>3 Response shows good understanding Includes major events of plot in sequence Shows insight into characters Uses important details to enrich retelling</p>	<p>1 Response does not indicate understanding Includes only a part of a major event Mentions main characters in a limited way or omits altogether Facts stated are not in sequence</p>

Appendix II

Student Name: XXXX	NWEA:	Survey with Goals Score:
	Reading:	201
School Year: 2011-2012	Mathematics:	193
Beginning date of plan: October 2011	Science:	X

ACADEMIC GOALS								
Subject	Fall Score	Projected Spring Score	Academic Goals & Strategies	Monitoring Date	Teacher Comments	Progress Status*		
						I	S	M

Reading	201	211	The teacher will help the student reach this goal through various strategies including; Direct instruction of SRA language arts curriculum Ability based small and large group instruction LEXIA an individualized computer based reading program Independent Reading Projects Modified Spelling	Progress Monitoring will occur at least twice using formal and informal assessments in Reading.	Amelie is in the 95 th percentile in reading.			
Math	193	204	Amelie's goal will be met by engaging in teacher directed instruction, participating in small group math activities, using the IXL website in school and at home, and reviewing previous lessons by completing extra practice worksheet packets and homework assignments.	Progress Monitoring will occur at least quarterly using interim assessments in Math.	Amelie is in the 87 th percentile in math.			

CHARACTER AND BEHAVIOR GOALS						
Behavior	Behavior Goals and Strategies	Monitoring Date	Teacher Comments	Progress Status*		
				I	S	M

*I= Insufficient Progress

S= Some Progress

M= Mastery

HISTORY OF PAST SCORES						
Date	Reading		Math		Science	
	Student	Norm Group Avg.	Student Avg.	Norm Group Avg.	Student Avg.	Norm Group Avg.
2008-2009						
2009-2010	183	170	182	170		
2010-2011	205	172	204	177		

PARENT STRATEGIES <i>(Please Select One of the Following)</i>	
<input type="checkbox"/> Reading with your child	<input type="checkbox"/> Organization Skills
<input type="checkbox"/> Math Facts	<input type="checkbox"/> Handwriting Practice
<input type="checkbox"/> Spelling Practice	<input type="checkbox"/> Other

Signatures:

School Official: _____

Date: _____

Parent: _____

Date: _____

Student: _____

Date: _____

Appendix III

2010 ELA Academic Standards Aligned to Instruction at Cologne Academy					
Reading Benchmarks K-3: Literature					
Kindergarten					
Key Ideas and Details					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
0.1.1.1 With prompting and support, ask and answer questions about key details in a text.	Whole Group Instruction: Teachers read stories aloud and ask comprehension questions at the	Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading:	STEP Assessment: Less than 4 comprehension questions correct on grade level	Students explicitly relearn vocabulary that corresponds with each skill (details,	Reading A-Z and other leveled readers

0.1.2.2 With prompting and support, retell familiar stories, including key details.	following levels: basic recall, inferential, and critical thinking about key details, character, setting, and major events.	Reading A-Z, SRA Leveled Readers, and other leveled readers	text (questions consist of factual, inferential, and critical thinking questions)	characters, setting, event, climax, conclusion) and how to find each in a story including how to infer meaning from pictures and text	
0.1.3.3 With prompting and support, identify characters, settings, and major events in a story.	Guided Reading: Students read a book at their unique reading level with teacher assistance and practice pulling details, sequence of event, character traits, and setting from pictures and text.				
Craft and Structure					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
0.1.4.4. Ask and answer questions about unknown words in a text.	Whole Group Instruction: Students learn letter sounds and spelling patterns with short vowel sounds and by the end of the year v_e spelling pattern Guided Reading: Students learn five strategies of how to decode a word and practice using them with individual teacher assistance when needed	Whole Group Instruction: SRA Imagine It letter posters, big books, and worksheets Guided Reading: Reading A-Z and other leveled readers	STEP Assessment: Reading Accuracy: as determined by time of year (Table 1.2)	Students will practice separating sounds and letter sound identification; students will practice with fluency words; students will have increased instruction and practice in the 5 strategies to finding the meaning of an unknown word.	Road the the Code, Road to Reading, Reading A-Z and other leveled readers

<p>0.1.5.5 Recognize common types of texts (e.g., storybooks, poems).</p>	<p>Whole Group Instruction: All stories read to the class are introduced by discussion of genre, how to find the title, author, and illustrator of the story or book. Guided Reading: While whisper reading, students are expected to read title, author, and illustrator of each book they read before beginning.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>SRA end of the week formative assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (fiction, nonfiction, poem, fairytale, title, author, illustrator, etc.) and how to find each in a story including how to infer meaning from pictures and text</p>	<p>Reading A-Z and other leveled readers</p>
<p>0.1.6.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>					
<p>Integration of Knowledge and Ideas</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>
<p>0.1.7.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>Whole Group Instruction: Before stories are read aloud by the teacher, students make predictions based on pictures and confirm if the predictions were correct; students receive individual copies of pictures and connect them to events in the story. Guided Reading: Students use pictures to learn about character feelings, events, and other ideas that may not be explicitly told in the text of the</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Assessment: Less than 4 comprehension questions correct on grade level text (questions consist of factual, inferential, and critical thinking questions)</p>	<p>Students will practice using pictures to infer meaning in the text.</p>	<p>Reading A-Z and other leveled readers</p>

	story.				
0.1.9.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<p>Whole Group Instruction: Students compare and contrast events and characters in familiar stories, mainly fairytales and fables.</p> <p>Guided Reading: Students create Venn Diagrams and other thinking maps to compare and contrast characters and events in stories read during guided reading.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons</p> <p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	STEP Assessment: Less than 4 comprehension questions correct on grade level text (questions consist of factual, inferential, and critical thinking questions)	Students explicitly relearn vocabulary that corresponds with each skill (compare, contrast, like, unlike, different, similar etc.) and use each in a stories read with the interventionist	Reading A-Z and other leveled readers
Range of Reading and Text Complexity					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource

<p>0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</p>	<p>Guided Reading: Students read books identified at an appropriate reading level based on skills they have mastered based on the STEP Assessment. Students will respond to text in a variety of ways including conferencing with other students and the teacher.</p>	<p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Assessment: Students do not meet the definition of proficiency in any category but developmental spelling</p>	<p>Students will practice reading text, using decoding strategies, and answering comprehension questions to text at an appropriate level as determined by skills mastered.</p>	<p>Reading A-Z and other leveled readers</p>
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First Grade

Key Ideas and Details

	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
<p>1.1.1.1 Ask and answer questions about key details in a text.</p>	<p>Whole Group Instruction: Teachers read stories aloud and ask comprehension questions at the following levels:</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons</p>	<p>STEP Assessment: Less than 4 comprehension questions correct on grade level text</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (details, characters, setting, event, climax, conclusion) and how to find each in a story including how to infer meaning from pictures and text</p>	<p>Reading A-Z and other leveled readers</p>
<p>1.1.2.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>basic recall, inferential, and critical thinking about key details, character, setting, and major events. Guided Reading: Students read a book at their unique reading level with teacher assistance and practice pulling details, sequence of event, character traits, and setting from</p>	<p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>(questions consist of factual, inferential, and critical thinking questions)</p>		
<p>1.1.3.3 Describe characters, settings, and major events in a story, using key details.</p>					

	pictures and text.				
Craft and Structure					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
1.1.4.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<p>Whole Group Instruction: Students explicitly learn sayings and phrases often used in stories or poems; students learn to define adjectives and identify them in stories or poems</p> <p>Guided Reading: Students discuss the effect of the vocabulary the author chooses to describe people or events in a story</p>	<p>Whole Group Instruction: Core Knowledge Scope and Sequence (Sayings and Phrases); SRA Imagine It Grammar lessons and worksheets</p> <p>Guided Reading: Reading A-Z and other leveled readers</p>	SRA end of the week formative assessments	Students explicitly relearn vocabulary that corresponds with each skill (adjective, character feelings) and how to find each how specific words make the reader feel and think.	Reading A-Z and other leveled readers
1.1.5.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<p>Whole Group Instruction: All stories read to the class are introduced by discussion of genre and strategies to identify a book's genre.</p> <p>Guided Reading: Students read leveled readers of all genres and break down the structure of the text.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons</p> <p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	SRA end of the week formative assessments	Students explicitly relearn vocabulary that corresponds with each skill (fiction, nonfiction, poem, fairytale, etc.) and how to find each in a story including how to infer meaning from pictures and text	Reading A-Z and other leveled readers

<p>1.1.6.6 Identify who is telling the story at various points in a text.</p>	<p>Whole Group Instruction: Students discuss point of view after reading a text for the first time, then identify what indicates the point of view during the second reading of the story. Guided Reading: Students identify point of view while reading fiction texts.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>SRA end of the week formative assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (pronouns, point of view, first person, second person, third person, etc.) and how to find each in a story including how to infer meaning from pictures and text</p>	<p>Reading A-Z and other leveled readers</p>
<p>Integration of Knowledge and Ideas</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>
<p>1.1.7.7 Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p>Whole Group Instruction: Before stories are read aloud by the teacher, students make predictions based on pictures and confirm if the predictions were correct; students receive individual copies of pictures and connect them to events in the story. Guided Reading: Students use pictures to learn about character feelings, events, and other ideas that may not be explicitly told in the text of the story.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Assessment: Less than 4 comprehension questions correct on grade level text (questions consist of factual, inferential, and critical thinking questions)</p>	<p>Students will practice using pictures to infer meaning in the text.</p>	<p>Reading A-Z and other leveled readers</p>

<p>1.1.9.9 Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Whole Group Instruction: Students compare and contrast events and characters in familiar stories, mainly fairytales and fables. Guided Reading: Students create Venn Diagrams and other thinking maps to compare and contrast characters and events in stories read during guided reading.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading: Reading A-Z, SRA Levelled Readers, and other leveled readers</p>	<p>STEP Assessment: Less than 4 comprehension questions correct on grade level text (questions consist of factual, inferential, and critical thinking questions)</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (compare, contrast, like, unlike, different, similar etc.) and use each in a stories read with the interventionist</p>	<p>Reading A-Z and other leveled readers</p>
<p>Range of Reading and Text Complexity</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>
<p>1.1.10.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.</p>	<p>Guided Reading: Students read books identified at an appropriate reading level based on skills they have mastered based on the STEP Assessment. Students will respond to text in a variety of ways including conferencing with other students and the teacher.</p>	<p>Guided Reading: Reading A-Z, SRA Levelled Readers, and other leveled readers</p>	<p>STEP Assessment: Students do not meet the definition of proficiency in any category but developmental spelling</p>	<p>Students will practice reading text, using decoding strategies, and answering comprehension questions to text at an appropriate level as determined by skills mastered.</p>	<p>Reading A-Z and other leveled readers</p>
<p>Second Grade</p>					
<p>Key Ideas and Details</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>

<p>2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Whole Group Instruction: Teachers read stories aloud and ask comprehension questions at the following levels: basic recall, inferential, and critical thinking about key details, character, setting, major events, climax and resolution.</p> <p>Guided Reading: Students read a book at their unique reading level with teacher assistance and practice pulling details, sequence of event, character traits, plot development, and setting from pictures and text.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons</p> <p>Guided Reading: Reading A-Z, SRA Levelled Readers, and other leveled readers</p>	<p>STEP Assessment: Less than 4 comprehension questions correct on grade level text (questions consist of factual, inferential, and critical thinking questions);</p> <p>STEP Retell: less than 3/4 on the Retell Rubric (Appendix)</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (details, characters, setting, event, introduction, climax, conclusion) and how to find each in a story including how to infer meaning from pictures and text</p>	<p>Reading A-Z and other leveled readers</p>
<p>Craft and Structure</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>
<p>2.1.4.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Whole Group Instruction: Students read poems as a class and identify rhythm, alliteration, rhyme, and repetition.</p>	<p>Whole Group Instruction: Core Knowledge Scope and Sequence (Poetry) ; SRA Literature</p>	<p>Teacher developed assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (rhythm, alliteration, rhyme scheme, and repetition) and how to find each how to identify each within a poem.</p>	<p>Level appropriate poetry</p>

<p>2.1.5.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Whole Group Instruction: Teachers read stories aloud and ask comprehension questions at the following levels: basic recall, inferential, and critical thinking about key details, character, setting, major events, climax and resolution. Guided Reading: Students read a book at their unique reading level with teacher assistance and practice pulling details, sequence of event, character traits, plot development, and setting from pictures and text.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Retell: less than 3/4 on the Retell Rubric (Appendix)</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (details, characters, setting, event, introduction, climax, conclusion) and how to find each in a story including how to infer meaning from pictures and text</p>	<p>Reading A-Z and other leveled readers</p>
<p>2.1.6.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Whole Group Instruction: Students discuss point of view after reading a text for the first time, then identify what indicates the point of view during the second reading of the story. Guided Reading: Students identify point of view while reading fiction texts.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>SRA end of the week formative assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (pronouns, point of view, first person, second person, third person, etc.) and how to find each in a story including how to infer meaning from pictures and text</p>	<p>Reading A-Z and other leveled readers</p>

Integration of Knowledge and Ideas

	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
2.1.7.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<p>Whole Group Instruction: Before stories are read aloud by the teacher, students make predictions based on pictures and confirm if the predictions were correct; students receive individual copies of pictures and connect them to events in the story.</p> <p>Guided Reading: Students use pictures to learn about character feelings, events, and other ideas that may not be explicitly told in the text of the story.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons</p> <p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Assessment: Less than 4 comprehension questions correct on grade level text (questions consist of factual, inferential, and critical thinking questions)</p>	<p>Students will practice using pictures to infer meaning in the text.</p>	<p>Reading A-Z and other leveled readers</p>
2.1.9.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota	<p>Whole Group Instruction: Students compare and contrast events and characters in familiar stories, including Native American Fables and Legends.</p> <p>Guided Reading: Students create Venn Diagrams and other thinking maps to compare and contrast characters and events in stories read during</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons</p> <p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Assessment: Less than 4 comprehension questions correct on grade level text (questions consist of factual, inferential, and critical thinking questions)</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (compare, contrast, like, unlike, different, similar etc.) and use each in a stories read with the interventionist</p>	<p>Reading A-Z and other leveled readers</p>

	guided reading.				
Range of Reading and Text Complexity					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
2.1.10.10 By the end of the year, select, read and comprehends literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Guided Reading: Students read books identified at an appropriate reading level based on skills they have mastered based on the STEP Assessment. Students will respond to text in a variety of ways including conferencing with other students and the teacher.	Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers	STEP Assessment: Students do not meet the definition of proficiency in any category but developmental spelling	Students will practice reading text, using decoding strategies, and answering comprehension questions to text at an appropriate level as determined by skills mastered.	Reading A-Z and other leveled readers
Third Grade					
Key Ideas and Details					

	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
3.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>Whole Group Instruction: Teachers read stories aloud and ask comprehension questions at the following levels: basic recall, inferential, and critical thinking about key details, character, setting, major events, climax and resolution.</p> <p>Guided Reading: Students read a book at their unique reading level with teacher assistance and practice pulling details, sequence of event, character traits, plot development, and setting from pictures and text.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons</p> <p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Assessment: Less than 4 comprehension questions correct on grade level text (questions consist of factual, inferential, and critical thinking questions); STEP Retell: less than 3/4 on the Retell Rubric (Appendix)</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (details, characters, setting, event, introduction, climax, conclusion) and how to find each in a story including how to infer meaning from pictures and text</p>	<p>Reading A-Z and other leveled readers</p>
3.1.2.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.					
3.1.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.					
Craft and Structure					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource

<p>3.1.4.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.</p>	<p>Whole Group Instruction: Students explicitly learn sayings and phrases often used in stories or poems; students learn to define literal, nonliteral, and figurative language and identify them in stories or poems Guided Reading: Students discuss the effect of the vocabulary the author chooses to describe people or events in a story</p>	<p>Whole Group Instruction: Core Knowledge Scope and Sequence (Sayings and Phrases); SRA Imagine It Grammar lessons and worksheets Guided Reading: Reading A-Z and other leveled readers</p>	<p>SRA end of the week formative assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (literal, nonliteral, figurative, etc.) and how to identify each in stories and poetry.</p>	<p>Reading A-Z and other leveled readers</p>
<p>3.1.5.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>Whole Group Instruction: Students read stories and dramas and identify chapters, scenes, and stanzas and write their own Reader's Theater to reflect understanding</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>Reader's Theater Writing</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (chapter, scene, stanza, aside, italicized stage directions and expressions, etc.) and practice finding each within a play and reproducing them in their own writing</p>	<p>Reading A-Z and other leveled readers</p>

<p>3.1.6.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>Whole Group Instruction: Students discuss point of view after reading a text for the first time, then identify what indicates the point of view (omniscient vs. limited) during the second reading of the story. Guided Reading: Students identify point of view while reading fiction texts.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>SRA end of the week formative assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (pronouns, point of view, first person, second person, third person, third person limited, third person omniscient, etc.) and how to find each in a story including how to infer meaning from pictures and text</p>	<p>Reading A-Z and other leveled readers</p>
<p>Integration of Knowledge and Ideas</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>

<p>3.1.7.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>Whole Group Instruction: Before stories are read aloud by the teacher, students make predictions based on pictures and confirm if the predictions were correct; students receive individual copies of pictures and reflect on how they impact the mood of the story; after reading a story with no pictures, have students discuss how they see they characters and mood of the story. Reinsert pictures and have students reflect on how the mood and character's trait change or are enhanced. Guided Reading: Students use pictures to learn about character feelings, events, and other ideas that may not be explicitly told in the text of the story.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Assessment: Less than 4 comprehension questions correct on grade level text (questions consist of factual, inferential, and critical thinking questions)</p>	<p>Students will practice using pictures to infer meaning in the text.</p>	<p>Reading A-Z and other leveled readers</p>
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<p>3.1.9.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>Whole Group Instruction: Students compare and contrast events and characters in familiar stories by the same author. Guided Reading: Students create Venn Diagrams and other thinking maps to compare and contrast characters and events in stories read during guided reading.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading: Reading A-Z, SRA Levelled Readers, and other leveled readers</p>	<p>STEP Assessment: Less than 4 comprehension questions correct on grade level text (questions consist of factual, inferential, and critical thinking questions)</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (compare, contrast, like, unlike, different, similar etc.) and use each in a stories read with the interventionist</p>	<p>Reading A-Z and other leveled readers</p>
<p>Range of Reading and Text Complexity</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>
<p>3.1.10.10 By the end of the year read and comprehends literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. a. Self-select texts for personal enjoyment, interest, and academic tasks.</p>	<p>Guided Reading: Students read books identified at an appropriate reading level based on skills they have mastered based on the STEP Assessment. Students will respond to text in a variety of ways including conferencing with other students and the teacher.</p>	<p>Guided Reading: Reading A-Z, SRA Levelled Readers, and other leveled readers</p>	<p>STEP Assessment: Students do not meet the definition of proficiency in any category but developmental spelling</p>	<p>Students will practice reading text, using decoding strategies, and answering comprehension questions to text at an appropriate level as determined by skills mastered.</p>	<p>Reading A-Z and other leveled readers</p>
<p>Reading Benchmarks K-3: Informational Text</p>					
<p>Kindergarten</p>					
<p>Key Ideas and Details</p>					

	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
0.2.1.1 With prompting and support, ask and answer questions about key details in a text.	<p>Whole Group Instruction: Teachers read stories aloud and ask comprehension questions at the following levels: basic recall, inferential, and critical thinking about key details, individuals, setting, and major events.</p> <p>Guided Reading: Students read a book at their unique reading level with teacher assistance and practice pulling details, sequence of event, and setting from pictures and text.</p>	<p>Whole Group Instruction: SRA Imagine It text and lessons and Core Knowledge</p> <p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	Teacher developed assessments based on nonfiction leveled readers	Students explicitly relearn vocabulary that corresponds with each skill (main idea, details, important information, events, sequence) and how to find each in a story including how to infer meaning from pictures and text	Reading A-Z and other leveled readers
0.2.2.2 With prompting and support, identify the main topic and retell key details of a text.					
0.2.3.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.					
Craft and Structure					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource

<p>0.2.4.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>Whole Group Instruction: Students learn letter sounds and spelling patterns with short vowel sounds and by the end of the year v_e spelling pattern Guided Reading: Students learn five strategies of how to decode a word and practice using them with individual teacher assistance when needed</p>	<p>Whole Group Instruction: SRA Imagine It letter posters, big books, and worksheets Guided Reading: Reading A-Z and other leveled readers</p>	<p>STEP Assessment: Reading Accuracy: as determined by time of year (Table 1.2)</p>	<p>Students will practice separating sounds and letter sound identification; students will practice with fluency words; students will have increased instruction and practice in the 5 strategies to finding the meaning of an unknown word.</p>	<p>Road the Code, Road to Reading, Reading A-Z and other leveled readers</p>
<p>0.2.5.5 Identify the front cover, back cover, and title page of a book.</p>	<p>Whole Group Instruction: All stories read to the class are introduced by discussion of genre, how to find the title, author, and illustrator of the article or book. Guided Reading: While whisper reading, students are expected to read title, author, and illustrator of each book they read before beginning.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>SRA end of the week formative assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (fiction, nonfiction, fact, opinion, title, author, illustrator, etc.) and how to find each in a story including how to infer meaning from pictures and text</p>	<p>Reading A-Z and other leveled readers</p>
<p>0.2.6.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>					
<p>Integration of Knowledge and Ideas</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>

<p>0.2.7.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>Whole Group Instruction: Before stories are read aloud by the teacher, students make predictions based on pictures and confirm if the predictions were correct; students receive individual copies of pictures and connect them to events in the story. Guided Reading: Students use pictures to sequence information in a text.</p>	<p>Whole Group Instruction: SRA Imagine It nonfiction text and lessons; Core Knowledge Science and History lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>Teacher developed assessments based on nonfiction leveled readers</p>	<p>Students will practice using pictures to infer meaning in the text.</p>	<p>Reading A-Z and other leveled readers</p>
<p>0.2.8.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p>Guided Reading: Students read informational leveled readers and discuss why the topic of the story might be important to the author.</p>	<p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>Teacher developed assessments based on nonfiction leveled readers</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (author purpose, etc.) and use each in a stories read with the interventionist</p>	<p>Reading A-Z and other leveled readers</p>

<p>0.2.9.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Whole Group Instruction: Students compare and contrast information from two separate texts on the same topic. Guided Reading: Students create Venn Diagrams and other thinking maps to compare and contrast characters and events in stories read during guided reading.</p>	<p>Whole Group Instruction: SRA Imagine It informational texts and Core Knowledge Lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>Core Knowledge Assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (compare, contrast, like, unlike, different, similar etc.) and use each in nonfiction texts read with the interventionist</p>	<p>Reading A-Z and other leveled readers</p>
<p>Range of Reading and Text Complexity</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>
<p>0.2.10.10 Actively engages in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</p>	<p>Guided Reading: Students read books identified at an appropriate reading level based on skills they have mastered based on the STEP Assessment. Students will respond to text in a variety of ways including conferencing with other students and the teacher.</p>	<p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Assessment: Students do not meet the definition of proficiency in any category but developmental spelling</p>	<p>Students will practice reading text, using decoding strategies, and answering comprehension questions to text at an appropriate level as determined by skills mastered.</p>	<p>Reading A-Z and other leveled readers</p>
<p>First Grade</p>					
<p>Key Ideas and Details</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>
<p>1.2.1.1 Ask and answer questions about</p>	<p>Whole Group Instruction: Teachers read</p>	<p>Whole Group Instruction: SRA Imagine It</p>	<p>Teacher developed assessments</p>	<p>Students explicitly relearn</p>	<p>Reading A-Z and other leveled</p>

key details in a text.	stories aloud and ask comprehension questions at the following levels: basic recall, inferential, and critical thinking about key details, individuals, setting, and major events.	text and lessons and Core Knowledge	based on nonfiction leveled readers	vocabulary that corresponds with each skill (main idea, details, important information, events, sequence) and how to find each in a story including how to infer meaning from pictures and text	readers
1.2.2.2 Identify the main topic and retell key details of a text.		Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers			
1.2.3.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Guided Reading: Students read a book at their unique reading level with teacher assistance and practice pulling details, sequence of event, and setting from pictures and text.				
Craft and Structure					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
1.2.4.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Whole Group Instruction: Students learn continually complex spelling patterns Guided Reading: Students learn five strategies of how to decode a word and practice using them with individual teacher assistance when needed	Whole Group Instruction: SRA Imagine It letter posters, big books, and worksheets Guided Reading: Reading A-Z and other leveled readers	STEP Assessment: Reading Accuracy: as determined by time of year (Table 1.2)	Students will practice separating sounds and letter sound identification; students will practice with fluency words; students will have increased instruction and practice in the 5 strategies to finding the meaning of an unknown word.	Road the Code, Road to Reading, Reading A-Z and other leveled readers

<p>1.2.5.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>Whole Group Instruction: Students take a "picture walk" and note the headings, table of contents, and glossary of a nonfiction leveled text and predict what the article is about before reading. After reading, students reflect to what new information they learned from the text and what they had already learned from the "picture walk." Guided Reading: While whisper reading, students are expected to read title, author, and illustrator of each book they read before beginning.</p>	<p>Whole Group Instruction: SRA Imagine It nonfiction texts and Pearson Core Knowledge Nonfiction readers Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>SRA end of the week formative assessments; Core Knowledge Assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (table of contents, headings, glossary, index) and practice using them to gain information</p>	<p>Reading A-Z and other leveled readers</p>
<p>1.2.6.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>					
<p>Integration of Knowledge and Ideas</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>

<p>1.2.7.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>Whole Group Instruction: Before stories are read aloud by the teacher, students make predictions based on pictures and confirm if the predictions were correct; students receive individual copies of pictures and connect them to events in the story. Guided Reading: Students use pictures to learn about character feelings, events, and other ideas that may not be explicitly told in the text of the story.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>Core Knowledge Assessments</p>	<p>Students will practice using pictures to infer meaning in the text.</p>	<p>Reading A-Z and other leveled readers</p>
<p>1.2.8.8 Identify the reasons an author gives to support points in a text.</p>	<p>Guided Reading: Students read informational leveled readers and discuss why the topic of the story might be important to the author.</p>	<p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>Teacher developed assessments based on nonfiction leveled readers</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (author purpose, etc.) and use each in a stories read with the interventionist</p>	<p>Reading A-Z and other leveled readers</p>

<p>1.2.9.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Whole Group Instruction: Students compare and contrast information from two separate texts on the same topic. Guided Reading: Students create Venn Diagrams and other thinking maps to compare and contrast characters and events in stories read during guided reading.</p>	<p>Whole Group Instruction: SRA Imagine It informational texts and Core Knowledge Lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>Core Knowledge Assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (compare, contrast, like, unlike, different, similar etc.) and use each in nonfiction texts read with the interventionist</p>	<p>Reading A-Z and other leveled readers</p>
<p>Range of Reading and Text Complexity</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>
<p>1.2.10.10 With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.</p>	<p>Guided Reading: Students read books identified at an appropriate reading level based on skills they have mastered based on the STEP Assessment. Students will respond to text in a variety of ways including conferencing with other students and the teacher.</p>	<p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Assessment: Students do not meet the definition of proficiency in any category but developmental spelling</p>	<p>Students will practice reading text, using decoding strategies, and answering comprehension questions to text at an appropriate level as determined by skills mastered.</p>	<p>Reading A-Z and other leveled readers</p>
<p>Second Grade</p>					
<p>Key Ideas and Details</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>

<p>2.2.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Whole Group Instruction: Teachers read stories aloud and ask comprehension questions at the following levels: basic recall, inferential, and critical thinking about key details, historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Guided Reading: Students read a book at their unique reading level with teacher assistance and practice pulling details, sequence of event, character traits, plot development, and setting from pictures and text.</p>	<p>Whole Group Instruction: Core Knowledge Readers and lessons</p> <p>Guided Reading: Reading A-Z, SRA Levelled Readers, and other leveled readers</p>	<p>Core Knowledge Assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (details, history, events, sequence, ancient, recent, science, research, etc.) and how to find each in a nonfiction leveled reader including how to infer meaning from pictures and text</p>	<p>Reading A-Z and other leveled readers</p>
<p>Craft and Structure</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>
<p>2.2.4.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topics or subject area.</p>	<p>Whole Group Instruction: Students learn continually complex spelling patterns and context clues; students learn new vocabulary through explicit instruction and</p>	<p>Whole Group Instruction: SRA Imagine It vocabulary activates and worksheets; WordlyWise 3000 activities</p> <p>Guided Reading: Reading A-Z</p>	<p>Wordly Wise 3000 weekly and cumulative assessments</p>	<p>Students explicitly relearn vocabulary they showed to still not understand and how to find each in a story including how to infer meaning from</p>	<p>Road the Code, Road to Reading, Reading A-Z and other leveled readers</p>

	<p>applying words in a variety of contexts</p> <p>Guided Reading: Students learn five strategies of how to decode a word and practice using them with individual teacher assistance when needed</p>	and other leveled readers		pictures and text	
<p>2.2.5.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>Whole Group Instruction: Students take a "picture walk" and note the headings, table of contents, and glossary of a nonfiction leveled text and predict what the article is about before reading. After reading, students reflect to what new information they learned from the text and what they had already learned from the "picture walk."</p> <p>Guided Reading: While whisper reading, students are expected to read title, author, and illustrator of each book they read before beginning.</p>	<p>Whole Group Instruction: SRA Imagine It nonfiction texts and Pearson Core Knowledge Nonfiction readers</p> <p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>SRA end of the week formative assessments; Core Knowledge Assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (table of contents, headings, subheadings, glossary, index) and practice using them to gain information</p>	<p>Reading A-Z and other leveled readers</p>

<p>2.2.6.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Guided Reading: Students read informational leveled readers and discuss why the topic of the story might be important to the author, and what he wants the audience to learn.</p>	<p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>Teacher developed assessments based on nonfiction leveled readers</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (author purpose, etc.) and use each in a stories read with the interventionist</p>	<p>Reading A-Z and other leveled readers</p>
<p>Integration of Knowledge and Ideas</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>
<p>2.2.7.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Whole Group Instruction: Before stories are read aloud by the teacher, students make predictions based on pictures and confirm if the predictions were correct; students receive individual copies of pictures and connect them to events in the story. Guided Reading: Students use pictures to learn about character feelings, events, and other ideas that may not be explicitly told in the text of the story.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>Teacher developed assessments based on nonfiction leveled readers</p>	<p>Students will practice using pictures to infer meaning in the text.</p>	<p>Reading A-Z and other leveled readers</p>

<p>2.2.8.8 Describe how reasons support specific points the author makes in a text.</p>	<p>Guided Reading: Students read informational leveled readers and discuss why the topic of the story might be important to the author.</p>	<p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>Teacher developed assessments based on nonfiction leveled readers</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (author purpose, etc.) and use each in a stories read with the interventionist</p>	<p>Reading A-Z and other leveled readers</p>
<p>2.2.9.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Whole Group Instruction: Students compare and contrast information from two separate texts on the same topic. Guided Reading: Students create Venn Diagrams and other thinking maps to compare and contrast ideas, information, and events in stories read during guided reading.</p>	<p>Whole Group Instruction: SRA Imagine It informational texts and Core Knowledge Lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>Core Knowledge Assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (compare, contrast, like, unlike, different, similar etc.) and use each in nonfiction texts read with the interventionist</p>	<p>Reading A-Z and other leveled readers</p>
<p>Range of Reading and Text Complexity</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>

<p>2.2.10.10 By the end of year, select, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range for personal interest, enjoyment, and academic tasks.</p>	<p>Guided Reading: Students read books identified at an appropriate reading level based on skills they have mastered based on the STEP Assessment. Students will respond to text in a variety of ways including conferencing with other students and the teacher.</p>	<p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Assessment: Students do not meet the definition of proficiency in any category but developmental spelling</p>	<p>Students will practice reading text, using decoding strategies, and answering comprehension questions to text at an appropriate level as determined by skills mastered.</p>	<p>Reading A-Z and other leveled readers</p>
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Third Grade

Key Ideas and Details

	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
<p>3.2.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Whole Group Instruction: Teachers read stories aloud and ask comprehension questions at the following levels: basic recall, inferential, and critical thinking about key details, historical events, scientific ideas or concepts, or steps in technical procedures in a text. Guided Reading:</p>	<p>Whole Group Instruction: Core Knowledge Readers and lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>Core Knowledge Assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (details, history, events, sequence, ancient, recent, science, research, etc.) and how to find each in a nonfiction leveled reader including how to infer meaning from</p>	<p>Reading A-Z and other leveled readers</p>
<p>3.2.2.2 Determine the main idea of a text; recount the key details and explain how they support the</p>					

main idea.	Students read a book at their unique reading level with teacher assistance and practice pulling details, sequence of event, character traits, plot development, and setting from pictures and text.			pictures and text	
3.2.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.					
Craft and Structure					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
3.2.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.	<p>Whole Group Instruction: Students learn continually complex spelling patterns and context clues; students learn new vocabulary through explicit instruction and applying words in a variety of contexts</p> <p>Guided Reading: Students learn five strategies of how to decode a word and practice using them with</p>	<p>Whole Group Instruction: SRA Imagine It vocabulary activities and worksheets; WordlyWise 3000 activities</p> <p>Guided Reading: Reading A-Z and other leveled readers</p>	Wordly Wise 3000 weekly and cumulative assessments	Students explicitly relearn vocabulary they showed to still not understand and how to find each in a story including how to infer meaning from pictures and text	Road the Code, Road to Reading, Reading A-Z and other leveled readers

	individual teacher assistance when needed				
3.2.5.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<p>Whole Group Instruction: Students take a "picture walk" and note the headings, table of contents, and glossary of a nonfiction leveled text and predict what the article is about before reading. After reading, students reflect to what new information they learned from the text and what they had already learned from the "picture walk."</p> <p>Guided Reading: While whisper reading, students are expected to read title, author, and illustrator of each book they read before</p>	<p>Whole Group Instruction: SRA Imagine It nonfiction texts and Pearson Core Knowledge Nonfiction readers</p> <p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	SRA end of the week formative assessments; Core Knowledge Assessments	Students explicitly relearn vocabulary that corresponds with each skill (table of contents, headings, subheadings, glossary, index) and practice using them to gain information	Reading A-Z and other leveled readers

	beginning.				
3.2.6.6 Distinguish their own point of view from that of the author of a text.	Guided Reading: Students read informational leveled readers and discuss why the topic of the story might be important to the author, and what he wants the audience to learn, and how his perspective may be different from the student's.	Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers	Teacher developed assessments based on nonfiction leveled readers	Students explicitly relearn vocabulary that corresponds with each skill (author purpose, fact, opinion, etc.) and use each in a stories read with the interventionist	Reading A-Z and other leveled readers
Integration of Knowledge and Ideas					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource

<p>3.2.7.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>Whole Group Instruction: Before stories are read aloud by the teacher, students make predictions based on pictures and confirm if the predictions were correct; students receive individual copies of pictures and connect them to events in the story.</p> <p>Guided Reading: Students use pictures to learn about character feelings, events, and other ideas that may not be explicitly told in the text of the story.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons</p> <p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>Teacher developed assessments based on nonfiction leveled readers</p>	<p>Students will practice using pictures to infer meaning in the text.</p>	<p>Reading A-Z and other leveled readers</p>
<p>3.2.8.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Whole Group Instruction: Students compare and contrast information within the same text.</p> <p>Guided Reading: Students create Venn Diagrams and other thinking maps to compare and contrast idea, information, and events in stories read during guided reading.</p>	<p>Whole Group Instruction: SRA Imagine It informational texts and Core Knowledge Lessons</p> <p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>Core Knowledge Assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (compare, contrast, like, unlike, different, similar etc.) and use each in nonfiction texts read with the interventionist</p>	<p>Reading A-Z and other leveled readers</p>

<p>3.2.9.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>Whole Group Instruction: Students compare and contrast information within the same text. Guided Reading: Students create Venn Diagrams and other thinking maps to compare and contrast idea, information, and events in stories read during guided reading.</p>	<p>Whole Group Instruction: SRA Imagine It informational texts and Core Knowledge Lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>Core Knowledge Assessments</p>	<p>Students explicitly relearn vocabulary that corresponds with each skill (compare, contrast, like, unlike, different, similar etc.) and use each in nonfiction texts read with the interventionist</p>	<p>Reading A-Z and other leveled readers</p>
<p>Range of Reading and Text Complexity</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>
<p>3.2.10.10 By the end of the year read and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. a. Self-select texts for personal enjoyment, interest, and academic tasks.</p>	<p>Guided Reading: Students read books identified at an appropriate reading level based on skills they have mastered based on the STEP Assessment. Students will respond to text in a variety of ways including conferencing with other students and the teacher.</p>	<p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Assessment: Students do not meet the definition of proficiency in any category but developmental spelling</p>	<p>Students will practice reading text, using decoding strategies, and answering comprehension questions to text at an appropriate level as determined by skills mastered.</p>	<p>Reading A-Z and other leveled readers</p>
<p>Reading Benchmarks: Foundational Skills</p>					
<p>Kindergarten</p>					

Print Concepts					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
0.3.0.1 Demonstrate understanding of the organization and basic features of print.					
a. Follow words from left to right, top to bottom, and page by page.	<p>Whole Group Instruction: Teacher models reading from left to right, top to bottom, and page by page by showing students words to the book he is reading and pointing to each word as he reads.</p> <p>Guided Reading: Students point to words of simple decodable books while all students read book aloud together.</p>	<p>Whole Group Instruction: SRA Imagine It literature and lessons</p> <p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	STEP Assessment: Concepts about print 10/13	Students practice following along with their finger while intervention teachers read simple, decodable text	Reading A-Z and other leveled readers
b. Recognize that spoken words are represented in written language by specific sequences of letters.	<p>Whole Group Instruction: Students journal and practice writing a set of letters to represent each word and read it while pointing to each "word."</p> <p>Guided Reading: Students point to words of simple decodable books while all students read book aloud together.</p>	<p>Whole Group Instruction: Writing prompts selected by teacher</p> <p>Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	STEP Assessment: Concepts about print 10/13	Students receive further explicit instruction on the structure of words as demonstrated in leveled readers and further practice writing letters that represent words	Reading A-Z and other leveled readers

<p>c. Understand that words are separated by spaces in print.</p>	<p>Whole Group Instruction: Students journal and practice writing a set of letters to represent each word and read it while pointing to each "word." Guided Reading: Students point to words of simple decodable books while all students read book aloud together.</p>	<p>Whole Group Instruction: Writing prompts selected by teacher Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Assessment: Concepts about print 10/13</p>	<p>Students receive further explicit instruction on the structure of words as demonstrated in leveled readers and further practice writing letters that represent words</p>	<p>Reading A-Z and other leveled readers</p>
<p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Whole Group Instruction: Teacher introduces letters and letter sounds individually with words that begin with that sound. Students create an all-class poster for each letter with words they selected to represent that letter sound. Guided Reading: Students orally say the letter and sound of the letter the teacher points to as the teacher quickly goes through a list of letter sounds.</p>	<p>Whole Group Instruction: SRA Imagine It Letter Cards Guided Reading: Laminated list of letters</p>	<p>STEP Assessment: Letter-name identification as proficiency is defined depending on time of year</p>	<p>Each lesson in Road to the Code begins with an activity where student blend and segment sounds using disks to represent each sound. As lessons continue, students identify short vowel sounds with a disk with that vowel on it and move blank tiles for each other sound. The lesson continues with a letter name and sound activity, introducing each letter individually. The lesson then</p>	<p>Road the Code</p>

				concludes with Phonological Awareness Practice where students practice rhyming, initial sounds, or both.	
Phonological Awareness					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
0.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					

<p>a. Recognize and produce rhyming words.</p>	<p>Whole Group Instruction: Students repeat nursery rhymes after the teacher and identify the words that rhyme. Students select the word that rhymes with a one-syllable word given. Students create a nonsense word that rhymes with a given one-syllable word. Guided Reading: Students learn to define rhyming words and receive small group and individual instruction on creating rhyming pairs.</p>	<p>Whole Group Instruction: SRA Lessons Guided Reading: One-syllable rhyming pairs</p>	<p>STEP Assessment: Phonemic Awareness: 6.10</p>	<p>Each lesson in Road to the Code begins with an activity where student blend and segment sounds using disks to represent each sound. As lessons continue, students identify short vowel sounds with a disk with that vowel on it and move blank tiles for each other sound. The lesson continues with a letter name and sound activity, introducing each letter individually. The lesson then concludes with Phonological Awareness Practice where students practice rhyming, initial sounds, or both.</p>	<p>Road the Code</p>
<p>b. Count, pronounce, blend, and segment syllables in spoken words.</p>	<p>Whole Group: Students begin the year with exercises such as clapping at each sound of one-</p>	<p>Whole Group Instruction: SRA Lessons Guided Reading: Multi-sensory</p>	<p>STEP Assessment: Phonemic Awareness: 6.10</p>	<p>Each lesson in Road to the Code begins with an activity where student blend and</p>	<p>Road to the Code</p>

c. Blend and segment onsets and rimes of single-syllable spoken words.	syllable words and then move to adding, deleting, and substituting sound in simple, one-syllable words.	manipulative such as discs or squares drawn on the floor.		segment sounds using disks to represent each sound. As lessons continue, students identify short vowel sounds with a disk with that vowel on it and move blank tiles for each other sound. The lesson continues with a letter name and sound activity, introducing each letter individually. The lesson then concludes with Phonological Awareness Practice where students practice rhyming, initial sounds, or both.	
d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	Guided Reading: Students will do additional activities such as jumping from square to square drawn on the floor for each sound to verbally isolate beginning, middle and end sounds and finally will work to make new words by adding or deleting sounds from a previous word.				
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.					
Phonics and Word Recognition					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
0.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.					

<p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>	<p>Whole Group Instruction: Teacher introduces letters and letter sounds individually with words that begin with that sound. Students create an all-class poster for each letter with words they selected to represent that letter sound.</p> <p>Guided Reading: Students orally say the letter and sound of the letter the teacher points to as the teacher quickly goes through a list of letter sounds.</p>	<p>Whole Group Instruction: SRA Imagine It Letter Cards</p> <p>Guided Reading: Laminated list of letters</p>	<p>STEP Assessment: Letter-sound identification as proficiency is defined depending on time of year.</p>	<p>Each lesson in Road to the Code begins with an activity where student blend and segment sounds using disks to represent each sound. As lessons continue, students identify short vowel sounds with a disk with that vowel on it and move blank tiles for each other sound. The lesson continues with a letter name and sound activity, introducing each letter individually. The lesson then concludes with Phonological Awareness Practice where students practice rhyming, initial sounds, or both.</p>	<p>Road to Reading</p>
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<p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>Whole Group Instruction: Teacher introduces short vowel sounds earlier in the year using the same process and other letter sounds. Long vowel sound the common spelling rules are introduced whole group and supported with worksheet activities. Guided Reading: Students practice reading short and long vowel sounds by reading selected decodable that introduce the next spelling pattern they have not yet mastered.</p>	<p>Whole Group Instruction: SRA Imagine It informational texts and Core Knowledge Lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Assessment: Developmental Spelling as proficiency is defined depending on time of year.</p>	<p>Each lesson in Road to the Code begins with an activity where student blend and segment sounds using disks to represent each sound. As lessons continue, students identify short vowel sounds with a disk with that vowel on it and move blank tiles for each other sound. The lesson continues with a letter name and sound activity, introducing each letter individually. The lesson then concludes with Phonological Awareness Practice where students practice rhyming, initial sounds, or both.</p>	<p>Road to the Code</p>
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<p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>Whole Group Instruction: Students learn 100 High Frequency words through whole group instruction, games, and activities. Guided Reading: Students who reflect further practice drill each other on high frequency words.</p>	<p>SRA Imagine It Kindergarten High Frequency Word List</p>	<p>Teachers individually assess students by asking them to read sight words</p>	<p>Students receive further practice reading high frequency words</p>	<p>SRA Imagine It Kindergarten High Frequency Word List</p>
<p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Whole Group Instruction: Teacher introduces letters and letter sounds individually with words that begin with that sound. Students create an all-class poster for each letter with words they selected to represent that letter sound. Guided Reading: Students orally say the letter and sound of the letter the teacher points to as the teacher quickly goes through a list of letter sounds.</p>	<p>Whole Group Instruction: SRA Imagine It Letter Cards Guided Reading: Laminated list of letters</p>	<p>STEP Assessment: Letter-sound and Letter-name identification as proficiency is defined depending on time of year</p>	<p>Students point to letter when teacher says the name or sound. When this is mastered, students receive further practice saying the letter name and sound when the teacher points to the letter.</p>	<p>Road the Code, Road to Reading</p>
<p>Fluency</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>

0.3.0.4 Read emergent-reader texts with purpose and understanding.	Guided Reading: Students read books identified at an appropriate reading level based on skills they have mastered based on the STEP Assessment. Students will respond to text in a variety of ways including conferencing with other students and the teacher.	Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers	STEP Assessment: Students do not meet the definition of proficiency in any category but developmental spelling	Students will practice reading text, using decoding strategies, using strategies listed in Table 1.6, and answering comprehension questions to text at an appropriate level as determined by skills mastered.	Reading A-Z and other leveled readers
First Grade					
Print Concepts					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
1.3.0.1 Demonstrate understanding of the organization and basic features of print.					
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Whole Group Instruction: Teacher models reading from left to right, top to bottom, and page by page by showing students words to the book he is reading and pointing to each word as he reads. Guided Reading: Students point to words of simple decodable books while all students read book aloud together.	Whole Group Instruction: SRA Imagine It literature and lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers	STEP Assessment: Concepts about print 10/13	Students practice following along with their finger while intervention teachers read simple, decodable text	Reading A-Z and other leveled readers
Phonological Awareness					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource

1.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					
a. Distinguish long from short vowel sounds in spoken single-syllable words.	<p>Whole Group: Students begin the year with exercises such as clapping at each sound of one-syllable words and then move to adding, deleting, and substituting sound in simple, one-syllable words.</p> <p>Guided Reading: Students will do additional activities such as jumping from square to square drawn on the floor for each sound to verbally isolate beginning, middle and end sounds and finally will work to make new words by adding or deleting sounds from a previous word.</p>	<p>Whole Group Instruction: SRA Lessons</p> <p>Guided Reading: Multi-sensory manipulatives such as discs or squares drawn on the floor.</p>	<p>STEP Assessment: Phonemic Awareness: 6/10</p>	<p>Each lesson in Road to the Code begins with an activity where student blend and segment sounds using disks to represent each sound. As lessons continue, students identify short vowel sounds with a disk with that vowel on it and move blank tiles for each other sound. The lesson continues with a letter name and sound activity, introducing each letter individually. The lesson then concludes with Phonological Awareness Practice where students practice rhyming, initial sounds, or both.</p>	Road to the Code
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.					
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.					
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).					
Phonics and Word Recognition					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
1.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.					

<p>a. Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends.</p>	<p>Whole Group Instruction: Teacher introduces letters and all sounds each letter makes. Teachers then teach common consonant digraphs and initial and final consonant blends. Guided Reading: Students who reflect further need for instruction orally say the letter and sound of the letter the teacher points to as the teacher quickly goes through a list of letter sounds.</p>	<p>Whole Group Instruction: SRA Imagine It Letter Cards Guided Reading: Laminated list of letters</p>	<p>STEP Assessment: Letter-sound identification as proficiency is defined depending on time of year.</p>	<p>Road to Reading lessons are split into five steps: 1) Review sound-symbol correspondences; 2) Teach or review new decoding skill; 3) Review phonetically regular words and high frequency words; 4) Read orally in context; 5) Dictation</p>	<p>Road to Reading</p>
<p>b. Decode regularly spelled one-syllable words.</p>	<p>Whole Group: SRA Phonics and Word Recognition lessons explicitly teach initial sounds, common prefixes and suffixes, inflectional ending, short vowel and long vowel spelling pattern, consonant blends, and other spelling patterns in a systematic sequence.</p>	<p>Whole Group Instruction: SRA Imagine It Lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Assessment: Developmental Spelling as proficiency is defined depending on time of year.</p>	<p>Road to Reading lessons are split into five steps: 1) Review sound-symbol correspondences; 2) Teach or review new decoding skill; 3) Review phonetically regular words and high frequency words; 4) Read orally in context; 5) Dictation</p>	<p>Road to Reading</p>
<p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>Beginning in January students have weekly spelling lists consisting of grade</p>		<p>STEP Assessment: Developmental Spelling as proficiency is defined depending on time of year.</p>	<p>Road to Reading lessons are split into five steps: 1) Review sound-symbol correspondences; 2) Teach or review new decoding skill; 3) Review phonetically regular words and high frequency words; 4) Read orally in context; 5) Dictation</p>	<p>Road to Reading</p>
<p>d. Use knowledge that every syllable must have a vowel sound to determine the number of</p>			<p>STEP Assessment: Phonemic Awareness as proficiency is defined depending on</p>		<p>Road to Reading</p>

syllables in a printed word.	appropriate spelling patterns, irregularly spelled words, and high frequency words. Guided Reading: Students receive further instruction and practice on skills not yet mastered during whole groups instruction as reflected on formative assessments		time of year.		
e. Decode two-syllable words following basic patterns by breaking the words into syllables.					Road to Reading
f. Read words with inflectional endings.			STEP Assessment: Developmental Spelling as proficiency is defined depending on time of year.		
g. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.					
Fluency					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
1.3.0.4 Read with sufficient accuracy and fluency to support comprehension.					
a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.	Guided Reading: Students read books identified at an appropriate reading level based on skills they have mastered based on the STEP Assessment. Students will respond to text in a variety of ways including	Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers	STEP Assessment: Students do not meet the definition of proficiency in any category but developmental spelling	Students will practice reading text, using decoding strategies, using strategies listed in Table 1.6, and answering comprehension questions to text at an appropriate level as	Reading A-Z and other leveled readers
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive					

readings.	conferencing with other students and the teacher.			determined by skills mastered.	
c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.					
Second Grade					
Phonics and Word Recognition					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
2.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.					
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Whole Group: SRA Phonics and Word Recognition lessons explicitly teach initial sounds, common prefixes and suffixes, inflectional ending, short vowel and long vowel spelling pattern, consonant blends, and other spelling patterns in a systematic sequence. Beginning in January students	Whole Group Instruction: SRA Imagine It Lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers	STEP Assessment: Developmental Spelling as proficiency is defined depending on time of year.	Road to Reading lessons are split into five steps: 1) Review sound-symbol correspondences; 2) Teach or review new decoding skill; 3) Review phonetically regular words and high frequency words; 4) Read orally in context; 5) Dictation	Road to Reading
b. Know spelling-sound correspondences for additional common vowel teams.					
c. Decode regularly spelled two-syllable words with long vowels.					

d. Decode words with common prefixes and suffixes.	have weekly spelling lists consisting of grade appropriate spelling patterns, irregularly spelled words, and high frequency words. Guided Reading: Students receive further instruction and practice on skills not yet mastered during whole groups instruction as reflected on formative assessments		STEP Assessment: Phonemic Awareness as proficiency is defined depending on time of year.		
e. Identify words with inconsistent but common spelling-sound correspondences.					
f. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.			STEP Assessment: Developmental Spelling as proficiency is defined depending on time of year.		
Fluency					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
2.3.0.4 Read with sufficient accuracy and fluency to support comprehension.					
a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.	Guided Reading: Students read books identified at an appropriate reading level based on skills they have mastered based on the STEP Assessment. Students will respond to text in a variety of ways including conferencing with	Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers	STEP Assessment: Students do not meet the definition of proficiency in any category but developmental spelling	Students will practice reading text, using decoding strategies, using strategies listed in Table 1.6, and answering comprehension questions to text at an appropriate level as determined by	Reading A-Z and other leveled readers
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.					

<p>c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>other students and the teacher.</p>			<p>skills mastered.</p>	
<p>Third Grade</p>					
<p>Phonics and Word Recognition</p>					
	<p>Core Instruction</p>	<p>Curriculum Resources</p>	<p>Identification for Intervention</p>	<p>Intervention</p>	<p>Curriculum Resource</p>
<p>3.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>					
<p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p>Whole Group: SRA Phonics and Word Recognition lessons explicitly teach common prefixes and suffixes, common Latin suffixes, and other spelling patterns in a systematic sequence. Weekly spelling lists consisting of grade appropriate spelling patterns, irregularly spelled words, and high frequency words. Guided Reading: Students receive further instruction and practice on skills not yet mastered during whole groups instruction as reflected on</p>	<p>Whole Group Instruction: SRA Imagine It Lessons Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers</p>	<p>STEP Assessment: Developmental Spelling as proficiency is defined depending on time of year.</p>	<p>Road to Reading lessons are split into five steps: 1) Review sound-symbol correspondences; 2) Teach or review new decoding skill; 3) Review phonetically regular words and high frequency words; 4) Read orally in context; 5) Dictation</p>	<p>Road to Reading</p>
<p>b. Decode words with common Latin suffixes.</p>					
<p>c. Decode multisyllable words.</p>					
<p>d. Read grade-appropriate irregularly spelled words, including high-frequency words.</p>			<p>STEP Assessment: Phonemic Awareness as proficiency is defined depending on time of year.</p>		

	formative assessments				
Fluency					
	Core Instruction	Curriculum Resources	Identification for Intervention	Intervention	Curriculum Resource
3.3.0.4 Read with sufficient accuracy and fluency to support comprehension.					
a. Read grade-level text with purpose and understanding.	Guided Reading: Students read books identified at an appropriate reading level based on skills they have mastered based on the STEP Assessment. Students will respond to text in a variety of ways including conferencing with other students and the teacher.	Guided Reading: Reading A-Z, SRA Leveled Readers, and other leveled readers	STEP Assessment: Students do not meet the definition of proficiency in any category but developmental spelling	Students will practice reading text, using decoding strategies, using strategies listed in Table 1.6, and answering comprehension questions to text at an appropriate level as determined by skills mastered.	Reading A-Z and other leveled readers
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.					
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.					

Appendix IV

CA Walkthrough Observation Form **CA**

Instructor Observed:

Observed By:

Date:

Period:

Class:

Topic:

Lesson Plan attached: Yes No
Yes No

Lesson Video Taped?

What was observed:

Lesson Strengths:

Questions / Things to Consider:

Greatest Overall Strength

Greatest Areas for Focus

Other Strengths of Note

Other Questions/Things to Consider/Items for Discussion