

**PK – 8**

**English Language Arts**



**Language Arts Committee**

**August 2010**



# Wausau School District

## PK-8 English Language Arts

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Wausau School District  
**Literacy Vision**



*Wausau School District students will be at or above grade level in reading, writing, speaking, and listening by the end of third grade **and thereafter**. Students will be reflective, independent, effective communicators who are prepared citizens motivated to continue their learning.*

To achieve this vision, we will consistently...

- Ensure student-centered literacy instruction that is comprehensive and grounded in research.
- Provide strong differentiated core instruction with timely intervention.
- Use and communicate multiple sources of assessment data to monitor student progress and inform instruction.

**PK-12 LANGUAGE ARTS LEADERSHIP TEAM**

**2009-2010**

<b>Role</b>	<b>Name</b>
PK Teacher	Connie Zebro
Kindergarten Teacher	Kelly Halvorsen
1 <sup>st</sup> Grade Teacher	Kim Pearson
2 <sup>nd</sup> Grade Teacher	Patti Pond
3 <sup>rd</sup> Grade Teacher	Sara Sweeney
4 <sup>th</sup> Grade Teacher	Jen Davidson
5 <sup>th</sup> Grade Teacher	Lynn Eby
6-8 English/Language Arts Department Chair-John Muir	Paula Reed/Terrie Lang
6-8 English/Language Arts Department Chair-Horace Mann	Lori Grundy/Jill Austin
9-12 English Language Arts Dept. Chair- Wausau West	John Masanz
9-12 English Language Arts Dept. Chair- Wausau East	Sara Eberlein
ELL Department Chair	Lisa Jindrich
Special Education Department Chair	Mike Immel
Program Support Teacher	Patti Shirer
GT Learning Resource Teacher	Robin Kordus
Library Media Services	Rebecca Garske
Reading Recovery Teacher	Renae Kirchner
Title I Teacher	Karen Lipp
Elementary ELL/Special Education	Tari Howard
Primary Literacy Coach	Joan Jackson
Intermediate Literacy Coach	Barb Connaughty
ELL Literacy Coach	Cathy Veldhuizen
Reading First Coach	Karen Wentz
READ 180 Coach	Allie Andraski
Direct Instruction Specialist	Amy McGovern
Title I Coordinator	Jon Euting
Breakthrough to Literacy Coordinator	Paul Seiser
Elementary Principal	Julie Schell
Middle School Principal/Associate	Ty Becker/Dean Hess
High School Principal/Associate	Cathy Wahl/Joe Svitak
District Assessment Coordinator	Andrea Sheridan
Deputy Superintendent	Don Viegut
Director of Education-ELL	Nell Anderson
Director of Special Education	Tammy Fruik
Director of Education-Literacy	Karen Heldt

**Wausau School District**  
**ENGLISH LANGUAGE ARTS SCOPE and SEQUENCE**

**Introduction**

The Scope and Sequence states expectations for students for specific grade levels from pre-kindergarten through eighth grade. These expectations have been compiled not only from a variety of resources, but also from the experience of teachers working with students from the Wausau School District. They have been aligned with the National Common Core English Language Arts Standards, which Wisconsin formally accepted in June 2010.

The Scope and Sequence is a living document that will continue to evolve as we learn and grow together as educators.

**Scope and Sequence Team**

Nell Anderson	Terrie Lang
Allie Andraski	Amy McGovern
Jill Austin	Patti Pond
Alycia Curtis	Paula Reed
Lori Grundy	Lynne Strehlow
Karen Heldt	Cathy Veldhuizen
Joan Jackson	Connie Zebro
Robin Kordus	

**Wausau School District**  
**SCOPE and SEQUENCE DEFINITION of TERMS**

“Reading skills and strategies are not the same. A strategy is a behavior or thought process a reader uses to construct meaning especially when the reader is confused. A skill is an item of information, such as a letter sound, ending, or vowel combination. Skills are important and need to be taught, but they are useless if the student does not have the necessary strategies to use the skills.” Jan Richardson, *The Next Step in Guided Reading*, Scholastic 2009.

**Explanation of X within the Scope and Sequence:**

Reading instruction is a continuum. As such, it is necessary to adjust and scaffold instruction on most skills, strategies and concepts according to what is grade and ability appropriate for the students. The X means that the skill or strategy is taught in the grade listed. In some cases, this should be mastered based on grade appropriate expectations. In other cases, the skill or strategy will be taught again the following year, in a more sophisticated manner.

At times, skills or strategies can be more easily measured. There is often a clear marker for mastery. For example, naming the 26 letters of the alphabet can be taught and monitored with a clearly defined marker of mastery. Most phonics and decoding skills can be measured specifically. In these areas, the final X indicates mastery.

When the X continues to higher-grade levels, this is an indication that the skill or strategy will deepen in complexity or understanding. A good example of this would be metacognitive comprehension strategies.

**Explanation of XE, XM, XL:**

- XE: will be found sometimes on the last X in a row. In this case, the skill has been taught in previous years. The beginning of the grade with XE should be used to review and firm the skill or strategy. Mastery is expected early in this school year (September, October, November).
- XM: This skill should be introduced for the first time in the middle of the school year (December, January, February).
- XL: This skill should be introduced by spring of that school year (March, April, May).

**Explanation of the Shaded Boxes:**

Most comprehension strategies are taught in every grade with the exception of pre-k. However, some strategies are given special emphasis to ensure students develop a solid understanding of the strategy. Un-shaded boxes require that the strategy be modeled, practiced and reinforced. Shaded boxes indicate years where instruction of the specific skill or strategy should be more heavily emphasized.

**Wisconsin Department of Public Instruction**  
**Portrait of Students Who Meet ELA Standards**



**Students:**

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures



## Wisconsin Department of Public Instruction

### Common Core State Standards

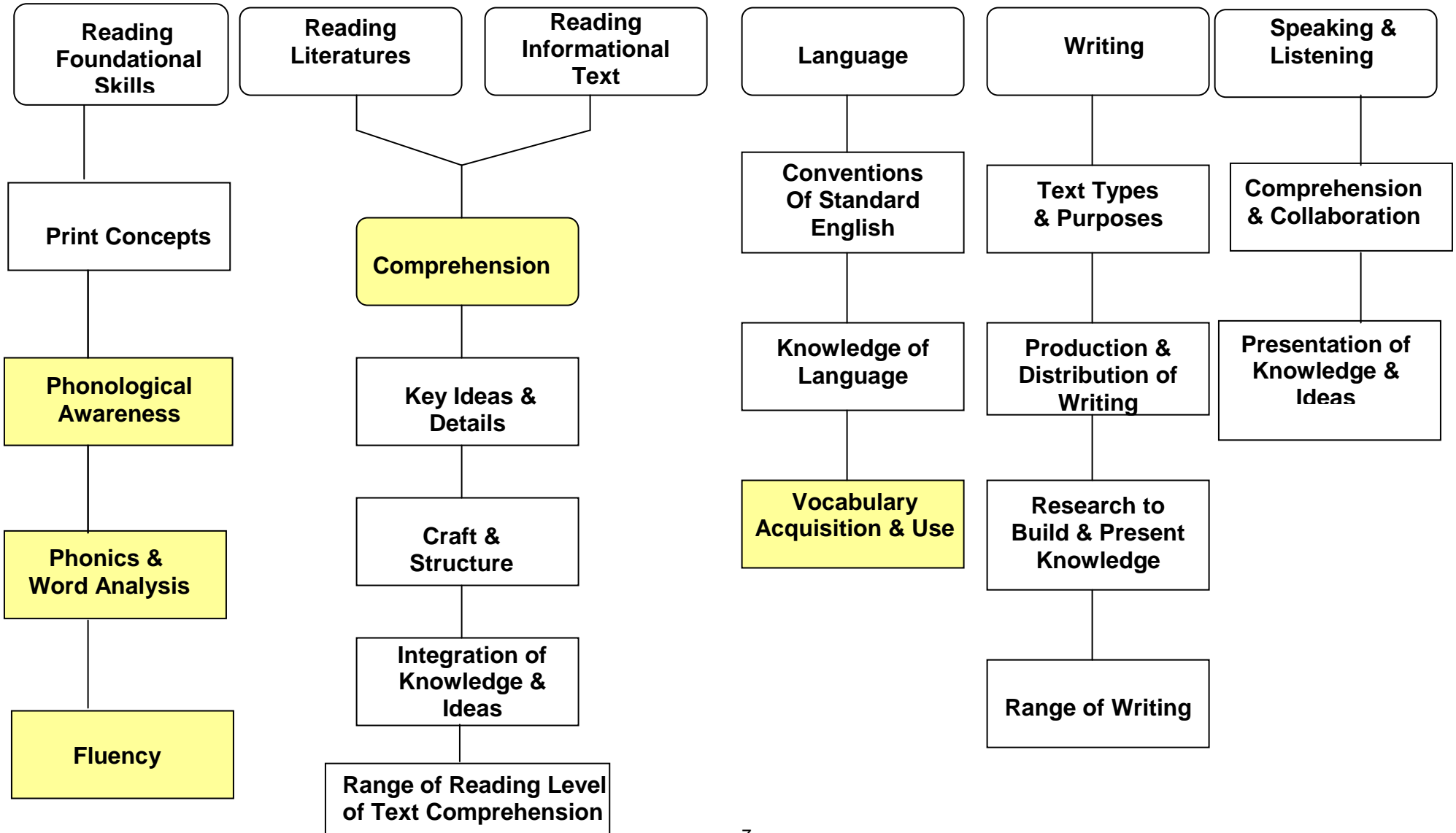


#### Websites:

- WI DPI:  
<http://www.dpi.wi.gov/standards>
- Common Core State Standards Initiative:  
<http://www.corestandards.org/the-standards/>

# English Language Arts National Common Core Standards

## As adopted by Wisconsin June 2010



**Overview: The Parameters of the WSD K-5 Comprehensive Literacy Framework  
Building a Common Language and Strengthening Instructional Practice**

	<b>Target</b>	<b>Moving Toward Target</b>	<b>Not Yet Established</b>	<b>Plan of Action</b>
<b>Schedule</b>	<p>Schedule is in place and routines are clearly established. Time is scheduled on a daily basis with each component as an uninterrupted block.</p> <p>Reading Workshop</p> <ul style="list-style-type: none"> <li>• 90 minutes (K-3)</li> <li>• 60 minutes (4-5)</li> </ul> <p>Writing Workshop</p> <ul style="list-style-type: none"> <li>• 45-60 minutes (K)</li> <li>• 60 minutes (1-5)</li> </ul> <p>Word Study</p> <ul style="list-style-type: none"> <li>• 30-45 minutes (K-5)</li> </ul>	<p>Some components are in place and routines are beginning to be established.</p>	<p>Schedule is not in place and routines are not established.</p>	
<b>Components of Literacy Instruction</b>	<p>Instruction consistently includes:</p> <p>Reading Workshop</p> <ul style="list-style-type: none"> <li>• Whole group mini-lesson</li> <li>• Small group instruction</li> <li>• Individual conferences</li> <li>• Whole group share</li> </ul> <p>Writing Workshop</p> <ul style="list-style-type: none"> <li>• Whole group mini-lesson</li> <li>• Small group instruction</li> <li>• Independent writing</li> <li>• Individual conferences</li> <li>• Whole group share</li> </ul> <p>Word Study</p> <ul style="list-style-type: none"> <li>• Whole group lessons</li> <li>• Small group lessons</li> <li>• Individual practice</li> </ul>	<p>Instruction includes some of the literacy elements.</p>	<p>Elements of literacy instruction are not yet established.</p>	
<b>Organization</b>	<p>Teacher and student materials are organized and easily accessible.</p> <p>Room arrangement accommodates working with a whole group, small groups and individuals.</p>	<p>Some teacher and student materials are organized and easily accessible.</p> <p>Room arrangement does not always accommodate working with a whole group, small groups and individuals.</p>	<p>Teacher and student materials are not organized or easily accessible.</p> <p>Room arrangement does not accommodate working with whole and small groups of students.</p>	
<b>Assessment</b>	<p>Teacher uses assessments to inform instruction.</p> <p>Teacher consistently assesses students informally, formally and analyzes data.</p>	<p>Teacher sometimes uses assessments to inform instruction.</p> <p>Teacher sometimes assesses students informally, formally and analyzes data.</p>	<p>Teacher seldom uses assessment to inform instruction.</p> <p>Teacher seldom assesses students informally, formally or analyzes data.</p>	

**Reading Workshop: The Parameters of the WSD K-5 Comprehensive Literacy Framework  
Building a Common Language and Strengthening Instructional Practice**

	<b>Target</b>	<b>Moving Toward Target</b>	<b>Not Yet Established</b>	<b>Plan of Action</b>
<b>Schedule</b>	Reading Workshop occurs daily in an uninterrupted block. 90 minutes (K-3) 60 minutes (4-5)	Reading Workshop occurs daily in an uninterrupted block but for less than targeted time.	Reading Workshop does not occur daily.	
<b>Whole Group Mini-lesson</b>	Mini-lessons are taught daily. A mini-lesson is: <ul style="list-style-type: none"> <li>• Brief (5-10 minutes)</li> <li>• Explicit</li> <li>• Singularly focused</li> <li>• Determined by student needs based on formal and informal assessments</li> </ul>	Mini-lessons are taught several times a week.	Mini-lessons are taught occasionally or not at all.	
<b>Small Group Instruction</b> <b>Text Selection</b>  <i>Text Introduction</i>           <i>Reading the Text</i>           <i>After the Reading</i>	<p>Teacher consistently selects texts to match students' instructional needs.</p> <p>Text introductions:</p> <ul style="list-style-type: none"> <li>• Are succinct and well-paced</li> <li>• Provide students with access to meaning, language, and print features</li> <li>• Leave important problem solving opportunities for the readers</li> <li>• Are based on assessment of students' processing strategies</li> <li>• Set the purpose for reading</li> </ul> <p>The teacher will: Demonstrate, prompt for, or reinforce the effective use of strategies Work with individual students while the others in the group continue reading independently Observe and document student reading behaviors</p> <p>The teacher supports learning by:</p> <ul style="list-style-type: none"> <li>• Engaging students in meaningful conversation around strategies and text to move them forward</li> <li>• Making explicit teaching points based on observations of how readers process the text and/or by revisiting key points from the book introduction</li> <li>• Working with words (1-2 minutes) and/or extending the meaning (optional)</li> </ul>	<p>Teacher sometimes selects texts to match students' instructional needs.</p> <p>Text introductions are evident but lack instructional targets.</p> <p>The teacher sometimes incorporates targeted practices.</p> <p>The teacher sometimes discusses the text or strategies with students.</p>	<p>Teacher rarely selects texts to match students' instructional needs.</p> <p>Text introductions are unplanned or not evident.</p> <p>The teacher rarely incorporates targeted practices and often engages the students in round robin or popcorn reading.</p> <p>The teacher rarely discusses the text or strategies with students.</p>	

**Reading Workshop: The Parameters of the WSD K-5 Comprehensive Literacy Framework**  
**Continued Building a Common Language and Strengthening Instructional Practice**

	<b>Target</b>	<b>Moving Toward Target</b>	<b>Not Yet Established</b>	<b>Plan of Action</b>
<b>Independent Reading Work</b>	Students are engaged in a variety of appropriate reading and/or writing activities, such as: <ul style="list-style-type: none"> <li>• Reading self-selected materials</li> <li>• Responding to reading</li> <li>• Listening</li> <li>• Writing</li> <li>• Word work</li> </ul>	Students are sometimes engaged in appropriate reading/responding/writing activities.	A structure has not yet been established to ensure that students are engaged in appropriate independent activities.	
<b>Sharing</b>	Students have daily opportunities to share their thinking/work at the end of reading workshop.  Sharing is linked to the mini-lesson.	Students have frequent opportunities to share their work.	Students have opportunities to share their work occasionally or not at all.	
<b>Assessments</b>	Teacher consistently uses ongoing formal and informal assessments to inform instruction.	Teacher sometimes uses ongoing formal and informal assessments to inform instruction.	Teacher seldom uses formal and informal assessments to inform instruction.	

3/6/06 revised: 3/14/06 5/11/06 11/13/06 1/25/10

**Writing Workshop: The Parameters of the WSD K-5 Comprehensive Literacy Framework  
Building a Common Language and Strengthening Instructional Practice**

	<b>Target</b>	<b>Moving Toward Target</b>	<b>Not Yet Established</b>	<b>Plan of Action</b>
<b>Schedule</b>	Writing Workshop occurs daily in an uninterrupted block. <ul style="list-style-type: none"> <li>• 45-60 minutes (K)</li> <li>• 60 minutes (1-5)</li> </ul>	Writing Workshop occurs daily in an uninterrupted block but for less than the targeted time.	Writing Workshop does not occur daily.	
<b>Whole Group Mini-lesson</b>	Mini-lessons are taught daily.  The mini-lesson is: <ul style="list-style-type: none"> <li>• Brief (5-10 minutes)</li> <li>• Explicit</li> <li>• Singularly focused</li> <li>• An opportunity for strategy practice</li> <li>• Determined by student needs based on formal and informal assessments</li> </ul>	Mini-lessons are taught several times a week.	Mini-lessons are taught occasionally or not at all.	
<b>Writing Time</b>  <i><b>Work Time</b></i> <i>During this time, students are actively writing, with or without teacher guidance.</i>	Within a unit of study or genre, students self-select their own topic.  Students are: Beginning a new story Rereading and continuing a piece already in progress Editing Revising Sketching an illustration Conferring with a teacher or another writer  The teacher is: Explicitly teaching a writing strategy or skill to an individual or a small temporary guided group Conferring with individual students Taking notes on student needs and progress to inform future instruction	Students sometimes choose their own topic.	Students rarely choose their own topic.	
<b>Conferring</b>	Conferences occur with individual students daily: <ul style="list-style-type: none"> <li>• Emphasizing the writing process</li> <li>• Having a clear focus of one or two needs</li> <li>• Basing the teaching point on a conversation between the student and teacher</li> </ul>	Conferences occur several days per week.	Conferences occur infrequently.	

**Writing Workshop: The Parameters of the WSD K-5 Comprehensive Literacy Framework  
Building a Common Language and Strengthening Instructional Practice**

	<b>Target</b>	<b>Moving Toward Target</b>	<b>Not Yet Established</b>	<b>Plan of Action</b>
<b>Sharing</b>	Sharing time occurs daily and: <ul style="list-style-type: none"> <li>• Provides an opportunity to use student work to briefly reiterate the mini-lesson</li> <li>• Allows for a few students to highlight how they applied the mini-lesson</li> </ul>	Students have frequent opportunities to share their work.	Students rarely have time to share their work.	
<b>Assessments</b>	Teacher consistently reflects upon student writing to inform instruction.  Student writing samples are collected and scored for documentation of writing development based on district guidelines.	Teacher sometimes reflects upon student writing to inform instruction.	Teacher rarely reflects upon student writing to inform instruction.	

3/6/06 revised: 3/14/06 5/11/6 11/13/06 1/25/10

**Word Study: The Parameters of the WSD K-5 Comprehensive Literacy Framework  
Building a Common Language and Strengthening Instructional Practice**

	<b>Target</b>	<b>Moving Toward Target</b>	<b>Not Yet Established</b>	<b>Plan of Action</b>
<b>Overview</b>	<p>Word study:</p> <ul style="list-style-type: none"> <li>• Links to text being read</li> <li>• Incorporates systematic instruction of word level skills</li> <li>• Connects understandings of sounds/patterns/meaning</li> <li>• Includes hands-on practice</li> <li>• Provides application across the curriculum</li> </ul> <p>Components are:</p> <ul style="list-style-type: none"> <li>• Early literacy concepts</li> <li>• Phonological awareness</li> <li>• Letter knowledge</li> <li>• Letter/sound relationships</li> <li>• Spelling patterns</li> <li>• High frequency words</li> <li>• Word meaning/vocabulary</li> <li>• Word structure</li> <li>• Grammar</li> <li>• Word solving actions</li> </ul>	Word study incorporates some of the targeted practices.	Word study is based solely on word lists.	
<b>Schedule</b>	Word Study occurs 5 times a week 30-45 minutes (K-5).	Word Study occurs daily but for less time than targeted time.	Word Study occurs less than 5 times a week and/or for less than the targeted time.	
<b>Organization</b>	<p>Teacher materials are organized and easily accessible.</p> <p>Student materials are organized and easily accessible.</p> <p>Room arrangement accommodates working with a whole group, small groups and individuals.</p>	<p>Some teacher and student materials are organized and easily accessible.</p> <p>Room arrangement does not always accommodate working with a whole group, small groups and individuals.</p>	<p>Teacher and student materials are not organized or easily accessible.</p> <p>Room arrangement does not accommodate working with whole and small groups of students.</p>	
<b>Assessments</b>	Teacher consistently uses ongoing formal and informal assessments to make instructional decisions.	Teacher sometimes uses ongoing formal and informal assessments to make instructional decisions.	Teacher seldom uses formal and informal assessments to make instructional decisions.	





# **Wausau School District**



**PK-8**

**Literacy**

**Power**

**Standards**

**BY GRADE LEVEL**

**January 2010**



**Wausau School District  
PK-8 Literacy Power Standards  
BUILDING A COMMON LANGUAGE  
STRENGTHENING INSTRUCTIONAL PRACTICE**

**Phonological Awareness**

Phonological awareness is an understanding of the sounds and structure of spoken language. Phonemic awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words. Phonemic awareness is a subcategory of phonological awareness (Cohen & Cheyney, 2005). Being able to distinguish the sounds in our environment, including the specific letter sounds of the spoken language, help us to understand and navigate our environment and learn to read.

**Phonics/Word Study/Spelling**

*Phonics instruction teaches students the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. Phonics is a necessary component of both reading and spelling instruction (Cohen & Cheyney, 2005). Understanding the relationships between letters and sounds helps us to communicate ideas through reading and writing. Word study helps us to understand consistencies within the written language system which allows us to master the recognition, spelling, and meaning of words (Bear, Invernizzi, Templeton & Johnston, 2004).*

**Fluency**

*Fluency is the ability to interpret and read text with appropriate rate, accuracy, and expression. Fluency helps us to maintain comprehension and understand the interconnectedness of spoken and written language.*

**Vocabulary**

*Vocabulary refers to the words we must know in order to be able to communicate effectively. It includes oral vocabulary (the words we use in listening and speaking) and reading vocabulary (the words we recognize or use in print). Vocabulary helps us make sense of the words we see in print (i.e. if the word is part of our oral vocabulary, we are more likely to recognize it in the text when we read). Vocabulary also helps us to comprehend. We cannot understand what we are reading without knowing what most of the words mean (National Institute for Literacy, 2003).*

**Comprehension**

*Comprehension is making meaning and creating understanding. “Comprehension is the goal of reading. When good readers comprehend text, they are involved in an active, ongoing process that involves tapping into their own experiences and their knowledge of vocabulary and language structures. Good readers continually add information, modify, adjust, question, and make connections as they read. They employ a conscious set of strategies to think their way through the text” (Bensen & Cummins, 2005).*

<b>Phonological/Phonemic Awareness</b>	
<b>Definition of Phonemic Awareness</b>	Phonemic awareness is the ability to hear, identify, and manipulate (work with) individual sounds (phonemes) in spoken words. It is a subcategory of phonological awareness. Spoken words consist of individual sounds or phonemes. Words can be segmented (pulled apart) into sounds, blended (put back together), and manipulated (added, deleted, and substituted).
<b>Why Students Need Phonemic Awareness</b>	Phonemic awareness is critical to reading and directly leads to word reading, comprehension, and spelling. Students need to learn how to use their phonemic awareness to blend sounds to read words and to segment words into sounds to spell them.
<b>How We Can Teach Phonological/Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>• Begin with the whole and move to the part (Words—Syllables—Onsets/Rimes—Phonemes).</li> <li>• Include, rhyme, alliteration, and intonation.</li> <li>• Isolate, identify, and categorize phonemes.</li> <li>• Blend and segment phonemes.</li> <li>• Add, delete, and substitute phonemes.</li> <li>• Begin with auditory phonemic awareness activities and link sounds to letters as soon as possible.</li> <li>• Use letters to manipulate phonemes and help students apply their knowledge of phonemic awareness when reading and writing.</li> <li>• Instruction in phonemic awareness should comprise no more than 18-20 hours of a total reading program (ongoing—6 min./day until mastered).</li> </ul>
<b>Suggestions for Students Who Struggle with Phonological/Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>• Model the correct pronunciation and mouth position and encourage students to “feel it in their mouth.”</li> <li>• Use picture segmenting and blending.</li> <li>• Use Elkonin boxes to help children hear sounds in words.</li> <li>• Teach sounds along with letters as soon as possible to help students see how phonemic awareness relates to their reading and writing.</li> <li>• If students do not know letter names, teach them along with phonemic awareness.</li> <li>• Use the Starlit kit for a sequence of instructional lessons used to intervene with students.</li> <li>• Have students’ hearing checked.</li> </ul>
<b>What Phonological/Phonemic Awareness Instruction Looks Like Throughout the Day</b>	<p>Phonological/phonemic awareness can be taught in large group activities with songs, chants, nursery rhymes, and name games.</p> <p>Phonological/phonemic awareness can be taught in Word Study through picture sorting.</p> <p>Phonological/phonemic awareness can be practiced in centers. Students can sort. Laminated pictures cut into the number of pieces equal to the sounds in each word can be used. Alphabet toys can be sorted. Snap cubes and Elkonin boxes can be used to teach hearing sounds in words.</p> <p>Transition times can be used to teach phonological/phonemic awareness. For example: Line up if your name starts with /m/.</p> <p>Have a poem of the week that students listen to every day and make substitutions for sounds in words or rhyming words. For example: <u>H</u>umpty <u>D</u>umpty <u>s</u>at on a <u>w</u>all. Replacing the underlined letters with the /b/ sound would be <u>B</u>umpty <u>B</u>umpty <u>b</u>at on a <u>b</u>all.</p>
<b>How We Can Assess/Progress Monitor Phonological/Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>✓ Joan Aldrich Knight assessment</li> <li>✓ Wisconsin Reading First Academy Binder, Assessment and Evaluation of Data 8-2</li> <li>✓ Wisconsin Reading First Academy Binder, Phonological, Phonemic, and Print Awareness, p. 3-14 to 3-16</li> <li>✓ Informal observational data from large/small group work</li> <li>✓ Mapping of Instruction to Achieve Instructional Priorities: Phonemic Awareness</li> <li>✓ DIBELS</li> <li>✓ <i>Focus on Phonics</i> By Wendy Cheyney and Judith Cohen</li> </ul>
<b>Management and Troubleshooting</b>	After you have assessed students, form temporary groups based on phonological/phonemic awareness needs. Identify the area of focus, instructional plan, who delivers the plan, resources needed, and measure of effectiveness.
<b>Resources and Websites</b>	<p><i>Prephonics Activity Book</i> by Insight Professional Development</p> <p>Reading First Intervention Activities Binder</p> <p><i>I’ve DIBEL’d, Now What?</i> By Susan Hall</p> <p>Starlit Kit</p> <p><i>Focus on Phonics</i> by Wendy Cheyney and Judith Cohen</p>

Compiled by Barb Connaughty and Karen Wentz (Wausau School District)

<b>Phonics</b>	
<b>Definition of Phonics</b>	Phonics is the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.
<b>Why Students Need Phonics</b>	Phonics instruction improves word reading skills and text comprehension, especially for kindergartners, first graders, and older struggling readers. An instructional model that includes phonics should have a research base that includes how students learn as well as what they learn. The phonics component should be both integrated and interactive.
<b>How We Can Teach Phonics</b>	<ul style="list-style-type: none"> <li>• Teach accurate and rapid identification of the letters of the alphabet.</li> <li>• Teach the alphabetic principle (an understanding that the sounds (phonemes) in spoken language are represented in a sequential order by letters (graphemes) in written language.</li> <li>• Teach phonics elements (e.g., letter sound correspondence, spelling patterns, and meaningful word parts).</li> <li>• Provide instruction that is systematic and explicit.</li> <li>• Include practice in reading texts.</li> <li>• Give substantial practice applying phonics as students read and write.</li> <li>• Monitor students' progress to inform instruction.</li> </ul>
<b>Suggestions for Students Who Struggle with Phonics</b>	<ul style="list-style-type: none"> <li>• Give students the opportunity to play with and manipulate letters (alphabet blocks, tiles, plastic letters).</li> <li>• Activities involving objects, pictures, and the manual alphabet (sign language) strengthen sound/symbol associations</li> <li>• Color highlighting of word parts can be helpful.</li> <li>• When introducing vowels it is important to include both long and short vowel sounds.</li> <li>• Use games to help children automatize sound symbol connections.</li> <li>• Use the vowel pattern chart. It is highly visual.</li> <li>• Move from familiar words to unfamiliar words.</li> <li>• Have a word wall system that is consistent from grade to grade (color coding and placement).</li> <li>• Do a quick daily review based on students' needs (Franklin Quik Lit).</li> <li>• Have students "be" the letter and make words.</li> <li>• Have students locate and frame specific pattern words in a Big Book.</li> <li>• Use songs and gestures.</li> </ul>
<b>What Phonics Instruction Looks Like Throughout the Day</b>	<ul style="list-style-type: none"> <li>• Phonics can be taught in large group activities with songs, chants, nursery rhymes and name games.</li> <li>• Phonics can be taught during Shared Reading, Guided Reading, the Daily Message, or Interactive Writing.</li> <li>• Phonics can be taught in Word Study through pictures and sorting.</li> <li>• Phonics can be practiced at centers using pictures, alphabet tiles, alphabet blocks, plastic letters, letter stamps, and playdough letters.</li> <li>• Transition times can be used to teach phonics, i.e., "Tell your thinking partner how to change cat to bat before you get in line."</li> <li>• Phonics is practiced when children are encoding (translating sounds into letters) and is directly related to decoding (changing letters into sounds). Writing and reading are reciprocal processes.</li> <li>• Students are using personal and class word walls.</li> </ul>
<b>How We Can Assess/Progress Monitor Phonics</b>	<ul style="list-style-type: none"> <li>✓ Wisconsin Reading First Academy Binder, Assessment and Evaluation of Data 8-3, 8-4</li> <li>✓ Wisconsin Reading First Academy Binder, Phonics, Vowel Patterns Using Pseudowords: Informal Assessment, p. 4-37</li> <li>✓ Informal observational data from large/small group work</li> <li>✓ Mapping of Instruction to Achieve Instructional Priorities: Phonics</li> <li>✓ Beginning and Advanced Phonics Assessments</li> <li>✓ Fountas and Pinnell materials, <i>Focus on Phonics</i> by Wendy Cheyney and Judith Cohen</li> <li>✓ DIBELS</li> </ul>
<b>Management and Troubleshooting</b>	After you have assessed students, form temporary groups based on phonics needs. Identify the area of focus, instructional plan, who delivers the plan, resources needed, and measure of effectiveness.
<b>Resources and Websites</b>	<p><i>Prephonics Activity Book</i> by Insight Professional Development  Reading First Intervention Activities Binder  <i>I've DIBEL'd, Now What?</i> By Susan Hall  Fountas and Pinnell <i>Phonics Lessons</i>, Cheyney and Cohen <i>Focus on Phonics</i>  Word Wall Activities handout by Rick Duvall  Word Wall Activities book  <i>The Café Book: Engaging All Students in Daily Literacy Assessment and Instruction</i> by Gail Boushey and Joan Moser: Ready Reference Forms p. 170-177</p>

Compiled by Barb Connaughty and Karen Wentz (Wausau School District)

<b>Fluency</b>	
<b>Definition of Fluency</b>	Fluency is the ability to read accurately, quickly, expressively, with good phrasing, <u>and</u> with comprehension. Fluency occurs at 4 levels of processing – letter, word, phrase/sentence and text. There are 6 dimensions of fluency – rate, phrasing, intonation, pausing, stress and integration.
<b>Why Students Need Fluency</b>	Studies show a strong correlation between reading fluency and reading comprehension. Fluency is the bridge from decoding to comprehension.
<b>How We Can Teach Fluency</b>	<ul style="list-style-type: none"> <li>• Model with Read Alouds while being explicit about what fluent readers do</li> <li>• Explicit teaching of the dimensions of fluency</li> <li>• Provide opportunities for repeated oral reading with specific feedback for improvement</li> <li>• Choral Reading</li> <li>• Echo Reading</li> <li>• Readers’ Theater</li> <li>• Tape Assisted Reading</li> <li>• Radio Reading</li> <li>• Automatic reading of sight words and high frequency words</li> <li>• Prosody Cards</li> </ul>
<b>Suggestions for Students Who Struggle with Fluency</b>	<ul style="list-style-type: none"> <li>• Be certain that text level is appropriate</li> <li>• Short, frequent, extra practice with the teacher or aide using independent level text</li> <li>• Sight word and high frequency flashcards</li> <li>• Fluency phrase cards</li> <li>• Phrase progression reading</li> <li>• Chunked texts</li> <li>• Teach students to self-regulate</li> <li>• Progress monitor at least every 2 weeks</li> <li>• Students chart their progress to build confidence</li> </ul>
<b>What Fluency Instruction Looks Like Throughout the Day</b>	<p>During your Read Aloud you ask students to listen for your fluent reading and talk about what it sounds like.</p> <p>When working with guided groups you listen to a student read and give feedback on fluency. It’s giving feedback that leads to improved fluency.</p> <p>Have a poem of the week that students reread each day at the start/end of the day and during transition times.</p> <p>Work with your music teacher to connect fluency in singing with fluency in reading.</p> <p>Address fluency goals with students in reading conferences.</p> <p>Use some word study time to practice high frequency words.</p> <p>Have students practice Readers’ Theater scripts during independent work time.</p>
<b>How We Can Assess/Progress Monitor Fluency</b>	<ul style="list-style-type: none"> <li>✓ Running Records including a fluency rubric</li> <li>✓ Taped readings of students</li> <li>✓ One minute timed readings with instructional level text</li> <li>✓ One minute timed readings with grade level text and norms</li> <li>✓ Informal data from guided reading and reading conferences</li> <li>✓ Student self-assessments</li> </ul>
<b>Management and Troubleshooting</b>	<ul style="list-style-type: none"> <li>• You will want to develop and use a record keeping system that will help guide your planning and instruction based on identified needs. Once you have identified the students’ needs you can think about forming temporary, alternative guided groups based on fluency needs. Kids at different reading levels may have the same fluency needs.</li> <li>• Be sure to use familiar or independent level material if students are working independently. You can use instructional level if they are working with a teacher, but never use material that is too difficult.</li> <li>• After you have done your assessments and know the needs of each student, form temporary groups based on needs. Identify the area of focus, instructional plan, who delivers it, the resources needed and measure of effectiveness.</li> </ul>
<b>Resources and Websites</b>	<p><i>Teaching for Comprehending and Fluency</i> by Fountas and Pinnell</p> <p><i>The Fluent Reader</i> by Tim Rasinski</p> <p>Reading First Intervention Activities Binder (each building has at least one copy)</p> <p><a href="http://www.timrasinski.com">www.timrasinski.com</a></p> <p><a href="http://www.fcrr.org/forTeachers.htm">www.fcrr.org/forTeachers.htm</a></p> <p><a href="http://www.readinga-z.com">www.readinga-z.com</a> (subscription site)</p>

<b>Vocabulary</b>	
<b>Definition of Vocabulary</b>	Vocabulary is words, in single units or in phrases that carry meaning. Individuals have expressive vocabularies (speaking) and receptive vocabularies (listening).
<b>Why Students Need Vocabulary</b>	There is a strong correlation between vocabulary and academic success. Students who read and have a wide range of experiences generally have larger working vocabularies. It is then critical that we close the gap for our struggling students. Even beyond school students encounter content and context specific vocabulary. They will need to continue to expand their understanding of words and how they work throughout their lives.
<b>How We Can Teach Vocabulary</b>	<ul style="list-style-type: none"> <li>• Have a color-coded word wall and do frequent activities with it</li> <li>• Plan which words you will teach using district lists and words which are important in your class - distinguish among Tier 1, 2, 3 and content words</li> <li>• Use context, put the meaning of new word in everyday language</li> <li>• Connect new to old knowledge</li> <li>• Have students create a sketch to reinforce their understanding of a word</li> <li>• Use a word of the day or week school wide</li> <li>• Post multiple words with same meaning such as bathroom, lavatory, washroom</li> <li>• Make synonym and antonym resource cards or lists</li> <li>• Alpha Boxes</li> <li>• Work with word gradients or clusters such as warm to scorching and all degrees between</li> <li>• Word maps</li> <li>• Classifying activities – sorting, list/label/group</li> <li>• Word games and activities like Scrabble, Boggle, Word Ladders, Making Big Words</li> <li>• Use graphic organizers – feature analysis, semantic maps, Venns, Marzano’s form, Frayer model, etc.</li> <li>• Teach kids how to use word parts to help them know new words</li> <li>• Create a sense of word wonder in your room by having students identify new, unusual and interesting words they can post in the classroom to share</li> </ul>
<b>Suggestions for Students Who Struggle with Vocabulary</b>	<ul style="list-style-type: none"> <li>• Repeated exposures to a new word is necessary</li> <li>• Increase the volume of reading to, with and by the student</li> <li>• Do more classifying/categorizing activities</li> <li>• Build off of what the student already knows – help make the connections</li> <li>• Use differentiated graphic organizers</li> <li>• Connect a visual with new words – Google images for the student</li> <li>• Read thematic alphabet books</li> </ul>
<b>What Vocabulary Instruction Looks Like Throughout the Day</b>	<ul style="list-style-type: none"> <li>• Increase the amount of text and text talk with interactive read alouds</li> <li>• Be intentional in conversation using the vocabulary of the content area</li> <li>• Use vocabulary binders throughout the day</li> <li>• Word sorts by meaning/concept</li> <li>• Encourage students to use new words in their writing (word choice)</li> <li>• Expect students to use the vocabulary of the subject in discussion and writing</li> <li>• Add to the word wall and work with content words during content instruction</li> <li>• Frequent review of words</li> <li>• Post vocabulary words and related words in clusters around the school (bathroom-restroom-lavatory)</li> </ul>
<b>How We Can Assess/Progress Monitor Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ Student’s correct use of the word in discussion or writing</li> <li>✓ Vocabulary quizzes as part of content assessment</li> <li>✓ Word sorts</li> <li>✓ Cloze activities</li> </ul>
<b>Management and Troubleshooting</b>	Use some kind of organizer for new words like a binder or folder. Decide as a building or grade level what format you will use. Color-code the binder sheets to match the word wall system. After you have done your assessments and know the needs of each student, form temporary groups based on needs. Identify the area of focus, instructional plan, who delivers it, the resources needed and measure of effectiveness.
<b>Resources and Websites</b>	<p><i>Getting into Words: Vocabulary Instruction the Strengthens Comprehension</i> by S. Lubliner</p> <p><i>Revisit, Reflect, Retell</i> by Linda Hoyt</p> <p><i>Building Academic Vocabulary</i> by Robert Marzano</p> <p><i>Teaching for Comprehending and Fluency</i> by Fountas and Pinnell</p> <p>DVD – <i>A Day of Words</i> by Max Brand</p> <p><i>Word Savvy</i> by Max Brand</p> <p>Word Study Lessons Binder by Fountas and Pinnell</p> <p>Words Their Way Materials</p> <p>Reading First Intervention Activities Binder (each building has at least one copy)</p> <p><a href="http://www.fcrr.org/forTeachers.htm">www.fcrr.org/forTeachers.htm</a></p> <p><a href="http://www.vocabulary.co.il">www.vocabulary.co.il</a></p> <p><a href="http://www.vocabulary-lessons-plans.com">www.vocabulary-lessons-plans.com</a></p> <p><a href="http://literacytoolbelt.tripod.com">http://literacytoolbelt.tripod.com</a></p>

<b>Comprehension</b>	
<b>Definition of Comprehension</b>	Comprehension is the goal of reading. Comprehension is the process of simultaneously extracting and constructing meaning through interaction with a text. The goal is for students to be able to think within the text, beyond the text and about the text. The major strategies proficient readers use are metacognition (monitoring comprehension), using your schema (background knowledge and connections), visualizing, inferring, determining importance, asking questions, summarizing and synthesizing.
<b>Why Students Need Comprehension</b>	Throughout their lives – at school, work and leisure - students will encounter text they need to be able to read and understand. They will need to react to or respond to the text in some way.
<b>How We Can Teach Comprehension</b>	<ul style="list-style-type: none"> <li>• Model strategies with interactive read alouds and name the strategies</li> <li>• Model and teach strategies for before, during and after reading</li> <li>• Try to introduce a strategy in a concrete way, be explicit in your teaching</li> <li>• Teach students the language they need to talk and write about their reading</li> <li>• Create anchor charts with students and post to make thinking visible</li> <li>• Teach story and text structure/elements as a way to build schema about genre and to guide retelling in a sequential order</li> <li>• Frequent practice - whole group, small group, then individually – providing higher support at the beginning with frames and prompts</li> <li>• Have readers set a purpose for their reading</li> <li>• Develop vocabulary – preteach essential vocabulary</li> <li>• Use graphic organizers</li> <li>• Use non-text sensory experiences like artwork or music to practice strategies</li> <li>• Teach students to use sticky notes to show strategies</li> <li>• Have students respond to text in a variety of ways – orally, sketching, written</li> <li>• Create anticipation guides</li> <li>• Use objects to activate or build background knowledge</li> </ul>
<b>Suggestions for Students Who Struggle with Comprehension</b>	<ul style="list-style-type: none"> <li>• Be sure that the text level is appropriate – use the benchmark assessment</li> <li>• Reteach the strategy connecting it to what the student already knows</li> <li>• Use short text especially at the beginning</li> <li>• Try wordless picture books so the focus is on the strategy</li> <li>• Meet with the student more frequently</li> <li>• Use differentiated graphic organizers including framed responses</li> <li>• Continue to provide scaffolding</li> <li>• Consult with your reading teachers</li> <li>• Use more visuals</li> </ul>
<b>What Comprehension Instruction Looks Like Throughout the Day</b>	<p>Modeling with read alouds during the day            Mini-lessons for the whole class            Meet with guided groups by strategy needs            Independent conferences            Strategy instruction during social studies            Identify and discuss how writers, researchers and mathematicians use the strategy            Create anticipation guides for content reading</p>
<b>How We Can Assess/Progress Monitor Comprehension</b>	<ul style="list-style-type: none"> <li>✓ Benchmark Kit Assessment</li> <li>✓ Writing, talking or sketching about reading strategies and text with focused questions, framed responses and free writing</li> <li>✓ Reading conferences</li> <li>✓ Graphic organizers</li> </ul>
<b>Management and Troubleshooting</b>	When introducing new strategies it can be helpful to use familiar or independent level material because the focus is on the strategy and how it is used. Try posting the strategies and how they are used for everyone to refer to throughout the day. After you have done your assessments and know the needs of each student, form temporary groups based on needs. Identify the area of focus, instructional plan, who delivers it, the resources needed and measure of effectiveness.
<b>Resources and Websites</b>	<p><i>Comprehension Toolkit</i> by Harvey and Goudvis  <i>Interactive Read-Alouds</i> by Linda Hoyt  <i>Teaching for Comprehending and Fluency</i> by Fountas and Pinnell            Reading First Intervention Activities Binder (each building has at least one copy)  <i>Strategies That Work</i> by Harvey and Goudvis  <i>Comprehension Connections</i> by Tanny McGregor  <i>Mosaic of Thought, 2<sup>nd</sup> Ed.</i> by Keene and Zimmermann  <i>Teaching with Intention</i> by Debbie Miller  <i>The CAFÉ Book</i> by Boushey and Moser  <i>Read, Reflect, Retell</i> by Linda Hoyt  <a href="http://www.fcrr.org/forTeachers.htm">www.fcrr.org/forTeachers.htm</a>  <a href="http://reading.ecb.org">http://reading.ecb.org</a>  <a href="http://www.readingrockets.org">www.readingrockets.org</a>  <a href="http://www.busyteachercafe.com/resources.htm">www.busyteachercafe.com/resources.htm</a></p>



## Key Comprehension Strategies

### **Metacognition/Self-monitoring**

Good readers recognize when comprehension is breaking down. They don't just continue on. They start using the "fix-up" strategies they have learned and directly think about their use of strategies. Readers need to be aware of the thought processes they use as they read.

### **Schema/Background Knowledge/Making Connections**

Readers bring their own unique background knowledge to the text. By activating prior knowledge readers better understand and learn more when they can connect the new reading to something they already know. Each reader is continually refining his/her schema by adding new information about texts or topics. Proficient readers can tell us how the connection helps them understand the text they are reading.

### **Asking Questions**

Proficient readers are creating "movies in their minds" as they are reading. They are picturing the setting, characters, and action. These mental images often connect to emotions. Readers change these images as new information is revealed in the text or as they discuss ideas with others. Readers can learn that not having a visual in mind is a sign that comprehension is breaking down.

### **Visualizing**

Proficient readers are creating "movies in their minds" as they are reading. They are picturing the setting, characters, and actions. These mental images often connect to emotions. Readers change these images as new information is revealed in the text or as they discuss ideas with others. Readers can learn that not having a visual in mind is a sign that comprehension is breaking down.

### **Inferring**

Proficient readers know that they can take what they already know, find and use clues in the text, and think ahead. They know that writers don't directly state everything the reader should know. These readers think about what is implied in the text and the illustrations when they are making judgments about a character, event, plot, or theme.

### **Determining Importance**

Effective readers can identify key ideas as they read. They can separate the less important information as being support for the big idea. These readers know how to use text structures and text features to enhance their comprehension. This leads to being able to summarize the text.

### **Summarizing/Synthesizing**

Readers put the essence of the text into their own words when they summarize. Good readers are doing this as they read. When readers synthesize they are developing new ideas. They take what they find in a text and evaluate it against what they know or think. They integrate that new understanding to be continually updating their background knowledge.



## Wausau School District PRE-KINDERGARTEN

### Phonological Awareness

- ◆ Identify sounds in the environment
- ◆ Listen to and say words that rhyme in nursery rhymes, finger plays and songs
- ◆ Identify word boundaries
- ◆ Listen to, say, and clap syllables in names
- ◆ Identify the targeted beginning consonant sound when provided with auditory and visual cues

### Phonics/Word Study/Spelling

- ◆ Name the letters in his/her name
- ◆ Begins to associate letters with their sounds

### Fluency

- ◆ Demonstrate the fluent oral language using accuracy, expression, appropriate comprehending of text

### Vocabulary

- ◆ Demonstrate understanding of vocabulary introduced in the context of conversations, books, pictures, and objects
- ◆ Sort and/or name items in basic categories
- ◆ Understand words to describe location, size, color, and shape
- ◆ Listen and respond appropriately to simple directions

#### ***Tier 3 English/Language Arts Content Vocabulary***

last name	front cover
a letter	back cover
directions	listen
alphabet	write
question	fairy tale
rhyme	date
title	number
first name	nursery rhyme
drawing	illustrator
sentence	photographer
uppercase	word
author	story
lowercase	picture
book	

### Comprehension

- ◆ Able to retell a familiar story
- ◆ Able to ask and answer questions (who, what, where, when, why)



## Wausau School District KINDERGARTEN

### Phonological Awareness

- ◆ Identify sounds
- ◆ Listen to and say words that rhyme in nursery rhymes, finger plays, and songs
- ◆ Identify syllables in words and names
- ◆ Blend and segment syllables into words
- ◆ Identify the targeted beginning and ending consonant sounds when provided with auditory and visual cues

### Phonics/Word Study/Spelling

- ◆ Reads and writes a core of high frequency words
- ◆ Name all letters and associate the letters and sounds
- ◆ Attempt to write words by writing one letter for each sound heard
- ◆ Recognize and use a few simple word families with a VC pattern

### Fluency

- ◆ Demonstrate fluent oral reading using accuracy, expression, and appropriate rate while comprehending text

### Vocabulary

- ◆ Identify and name pictures in common categories
- ◆ Learn new vocabulary through stories and instruction
- ◆ Listen and respond to multiple-step directions

#### ***Tier 3 English/Language Arts Content Vocabulary***

take turns	predict
retell	conversation
reread	consonant
character	vowel
map	sign
poem	comprehension
order	

### Comprehension

- ◆ The student will understand and use thinking strategies to comprehend texts
- ◆ The student will understand and use text strategies to comprehend texts



**Wausau School District  
GRADE 1**

**Phonological Awareness**

- ◆ Blend and segment three or four phonemes in a word (n-e-s-t = nest)
- ◆ Manipulate the medial vowel within a word (hit, hot, hat, hut)
- ◆ Delete and add phonemes to a word (can- c – an, sand- s=and)
- ◆ Blend and segment words with two, three, or more syllables (pop-corn, com-pu-ter)

**Phonics/Word Study/Spelling**

- ◆ Use and apply letter/sound relationships
- ◆ Recognize and use phonogram (-at, -it)
- ◆ Identify/Recognize simple contractions, singular, plurals, and tense (et, ing)
- ◆ Utilize resources to assist in writing/reading unfamiliar words
- ◆ Reads and writes a core of high frequency words

**Fluency**

- ◆ Demonstrate fluent oral reading while using accuracy, expression, and appropriate rate while comprehending text

**Vocabulary**

- ◆ Uses new vocabulary in listening, speaking, reading, and writing
- ◆ Learn the relationships between words

***Tier 3 English/Language Content Vocabulary***

main character	table of contents
beginning consonant	page
ending consonant	order of events
long vowel	dictionary
consonant blend	letter
main idea	spelling pattern
question	theater
short vowel	discussion
chapter	folktale
vocabulary	newspaper
number word	magazine
publish	mental image
language	movie
spelling	message

**Comprehension**

- ◆ The student will understand and use thinking strategies to comprehend texts
- ◆ The student will understand and use text strategies to comprehend text



**Wausau School District  
GRADE 2**

**Phonics/Word Study/Spelling**

- ♦ Reads a core of high-frequency words (Dolch or Fry)
- ♦ Writes a core of high-frequency words (Sitton)
- ♦ Learns and applies word patterns to decode
- ♦ Learns and applies word patterns to spell

**Fluency**

- ♦ Reads aloud grade level text at an appropriate rate (cold read)
- ♦ Reads aloud grade level text with accuracy
- ♦ Reads aloud grade level text with prosody (expression, intonation, stress, phrasing, and attention to punctuation)

**Vocabulary**

- ♦ Uses meaning and context clues to solve unknown words (such as: multiple-meaning words, synonyms, antonyms)
- ♦ Uses structure strategies to unlock the meaning of unknown words
- ♦ Learns and uses grade level and content appropriate vocabulary

***Tier 3 English/Language Content Vocabulary***

blend	cartoon
purpose	villian
message/moral	textbook
pattern	typing
group discussion	illustration
symbol	syllable
vowel combination	ending
prewriting	question mark
vowel sound	brainstorm
guest speaker	draft
keyboarding	voice
letter-sound relationship	skim
paragraph	chart
setting	

**Comprehension**

- ♦ Understands and uses the strategies of the reading process in all texts. This includes metacognition, using background knowledge, visualization inferring, questioning, determining importance, and summarizing/synthesizing
- ♦ Recognizes and uses the elements, features, and structures of texts to comprehend the material
- ♦ Uses the characteristics of a variety of genres to enhance comprehension
- ♦ Sets a purpose for reading and adjusts reading based on the purpose
- ♦ Responds to texts in a variety of formats



**Wausau School District  
GRADE 3**

**Phonics/Word Study/Spelling**

- ♦ Reads a core of high-frequency words (Dolch or Fry)
- ♦ Writes a core of high-frequency words (Sitton)
- ♦ Learns and applies word patterns to decode
- ♦ Learns and applies word patterns to spell

**Fluency**

- ♦ Reads aloud grade level text at an appropriate rate (cold read)
- ♦ Reads aloud grade level text with accuracy
- ♦ Reads aloud grade level text with prosody (expression, intonation, stress, phrasing, and attention to punctuation)

**Vocabulary**

- ♦ Uses meaning and context clues to solve unknown words (such as: multiple-meaning words, synonyms, antonyms)
- ♦ Uses structure strategies to unlock the meaning of unknown words
- ♦ Learns and uses grade level and content appropriate vocabulary

***Tier 3 English/Language Content Vocabulary***

contraction	glossary
edit	non-fiction
fiction	passage
verb	summarize
topic sentence	synonym
word choice	cursive
definition	genre
comma	antonym
compound word	complete sentence
example	detail/supporting detail
noun	explanation
prefix	suffix
punctuation	abbreviation
capitalization	apostrophe

**Comprehension**

- ♦ Understands and uses the strategies of the reading process in all texts. This includes metacognition, using background knowledge, visualization inferring, questioning, determining importance, and summarizing/synthesizing
- ♦ Recognizes and uses the elements, features, and structures of texts to comprehend the material
- ♦ Uses the characteristics of a variety of genres to enhance comprehension
- ♦ Sets a purpose for reading and adjusts reading based on the purpose
- ♦ Responds to texts in a variety of formats



**Wausau School District  
GRADE 4**

**Phonics/Word Study/Spelling**

- ♦ Reads and writes a core of high-frequency words in everyday reading and writing
- ♦ Apply knowledge of word/spelling patterns to decode and encode grade level vocabulary everyday reading/writing
- ♦ Root/Base Words/Prefixes/Suffixes
- ♦ Syllable affix pattern
- ♦ Apply knowledge of phonics/spelling to self-monitor possible errors and resources available to self-correct
- ♦ Apply knowledge of words as “parts of speech” in grammatically correct writing

**Fluency**

- ♦ Students will read familiar text (text read by student before) with appropriate phrasing and intonation that reflects comprehension
- ♦ Read aloud a grade level text at a rate of 120-140 words per minute with at least 95% accuracy

**Vocabulary**

- ♦ Learn, acquire, and apply fourth grade level vocabulary including multiple meaning words
- ♦ Learn and apply knowledge of base words, prefixes and suffixes, similies, metaphors, antonyms, and idioms to determine the meaning of known and unknown words and phrases

***Tier 3 English/Language Content Vocabulary***

adjective/numerical adjective	character development
chronological order	root word
indentation	direct quote
cause and effect	point of view
compare and contrast	guide words
inference	conclusion
multi-meaning word	graphic organizer
plot	index
plot development	pronoun
summary	subject-verb agreement
closing sentence	thesaurus
context clue	central idea
grammar	declarative sentence
adverb	heading

**Comprehension**

- ♦ Understands and uses the strategies of the reading process in all texts
- ♦ Mastery of the elements, features, and structures of texts to comprehend the material
- ♦ Uses the characteristics of a variety of genres to enhance comprehension
- ♦ Sets a purpose for reading and adjusts reading based on the purpose
- ♦ Responds to texts in a variety of formats



**Wausau School District  
GRADE 5**

**Phonics/Word Study/Spelling**

- ◆ Students will identify and use spelling resources
- ◆ Students will read and write a core group of high frequency words correctly
- ◆ Students will apply knowledge of spelling patterns to decode and spell words
- ◆ Students will identify and apply knowledge of word structures

**Fluency**

- ◆ Student will read aloud grade level text (S, T, U, V) after repeated reading at a rate of 130-155 words per minute at 97% accuracy
- ◆ The student reads familiar text with appropriate intonation that reflects comprehension. Expressive interpretation is evident throughout the reading
- ◆ Student reads familiar text in longer meaningful units of language, while attending to text structure

**Vocabulary**

- ◆ Students will understand and apply fifth grade vocabulary critical to the meaning of text instruction
- ◆ Students will identify and interpret figurative language and words
- ◆ Students will identify common prefixes, suffixes, and roots to determine the meaning of words
- ◆ Students will use context and reference materials/tools to identify the meaning of unfamiliar words and identify the intended meaning of the word

***Tier 3 English/Language Content Vocabulary***

essay	tense
expression	science fiction
appendix	interrogative sentence
first person	audience
imagery	colon
complete	proofread
revise	table
common	mystery
complex sentence	theme
fantasy	content area vocabulary
friendly letter	double negative
encyclopedia	multiple sources
introduction	mood
quotation marks	story element

**Comprehension**

- ◆ Students understand and use the strategies of the reading process in all texts
- ◆ Students will recognize and use the elements, features, or texts to comprehend material
- ◆ Students use the characteristics of a variety of genres to enhance comprehension
- ◆ Students will set a purpose for reading and adjust reading based on the purpose
- ◆ The students will respond to texts in a variety of formats





**Wausau School District  
GRADE 6**

**Phonics/Word Study/Spelling**

- ♦ Reads and writes commonly misspelled words, high frequency words, and grade level academic vocabulary
- ♦ Recognize and apply common spelling patterns and rules in multi-syllabic words
- ♦ Recognize and use parts of speech correctly in speaking and writing

**Fluency**

- ♦ Read aloud grade level narrative and informational text at a rate of 140-160 words per minutes after repeated readings until at least 97% accuracy is achieved
- ♦ Read aloud accurately including rate, phrasing, pausing, intonation, and stress to maintain comprehension

**Vocabulary**

- ♦ Use a variety of strategies to define and extend understanding of grade level word meanings

***Tier 3 English/Language Content Vocabulary***

author's purpose	personal narrative
autobiography	present tense
background knowledge	problem-solution
biography	report
caption	resolution
character trait	simile
climax	subject pronoun
compound sentence	subordinating conjunction
conjunction	superlative adjective
description	target audience
diagram	textual clue
dialogue	transition
exclamation mark	voice inflection
exclamatory sentence	homonym
idiom	homophone
figure of speech	

**Comprehension**

- ♦ Students will comprehend text selections using a variety of strategies
- ♦ Students will read, listen, interpret, and critically analyze local, national, and world literature from various periods
- ♦ Students will read, discuss, and reflect on what has been learned after reading and formulate responses to texts
- ♦ Students will listen to and read to acquire information using expository texts



**Wausau School District  
GRADE 7**

**Phonics/Word Study/Spelling**

- ♦ Reads and writes commonly misspelled words, high frequency words, and grade level academic vocabulary
- ♦ Recognize and apply common spelling patterns and rules in multi-syllabic words
- ♦ Recognize and use parts of speech correctly in speaking and writing

**Fluency**

- ♦ Read aloud grade level narrative and informational text at a rate of 150-170 words per minutes after repeated readings until at least 97% accuracy is achieved
- ♦ Read aloud accurately including rate, phrasing, pausing, intonation, and stress to maintain comprehension

**Vocabulary**

- ♦ Use a variety of strategies to define and extend understanding of grade level word meanings

***Tier 3 English/Language Content Vocabulary***

active listener	simple sentence
descriptive language	stereotype
fact vs. opinion	body of the text
figurative language	chronology
foreshadowing	common feature
historical fiction	criticism
italics	cross-reference
metaphor	document
paraphrase	flashback
personification	generalization
viewpoint	formal/informal language
perspective	irregular verb
persuasion	periodical
plagiarism	word origin
reference source	hyphen
sentence combining	

**Comprehension**

- ♦ Students will comprehend text selections using a variety of strategies
- ♦ Students will read, listen, interpret, and critically analyze local, national, and world literature from various periods
- ♦ Students will read, discuss, and reflect on what has been learned after reading and formulate responses to texts
- ♦ Students will listen to and read to acquire information using expository texts



**Wausau School District  
GRADE 8**

**Phonics/Word Study/Spelling**

- ♦ Reads and writes commonly misspelled words, high frequency words, and grade level academic vocabulary
- ♦ Recognize and use parts of speech correctly in speaking and writing

**Fluency**

- ♦ Read aloud grade level narrative and informational text at a rate of 160-180 words per minutes after repeated readings until at least 97% accuracy is achieved
- ♦ Read aloud accurately including rate, phrasing, pausing, intonation, and stress to maintain comprehension

**Vocabulary**

- ♦ Use a variety of strategies to define and extend understanding of grade level word meanings

***Tier 3 English/Language Content Vocabulary***

argumentation	information source
bibliography	literal phrase
business letter	logic
clarify/clarification	logical argument
convention	mechanics (language)
documentary	narrative/narration
editorial	subjective view
elaboration	subplot
recurring theme	synthesize
explicit/implicit	visual aid
exposition	compound verb
eye contact	enunciation
fully developed character	adjective clause/phrase
Greek root	adverb clause/phrase
historical theme	interpretation
independent clause	

**Comprehension**

- ♦ Students will comprehend text selections using a variety of strategies
- ♦ Students will read, listen, interpret, and critically analyze local, national, and world literature from various periods
- ♦ Students will read, discuss, and reflect on what has been learned after reading and formulate responses to texts
- ♦ Students will listen to and read to acquire information using expository texts

## **COMMON CORE STATE STANDARDS**

**for**

**English Language Arts & Literacy in History/Social Studies,**

**Science, and Technical Subjects**

<http://www.corestandards.org/the-standards/english-language-arts-standards>

### **Mission Statement**

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Wausau School District English Language Arts

PK - 8: Essential Elements of Reading Scope and Sequence

**Reading: Foundational Skills: Concepts of Print**

Early Literacy	PK	K	1	2	3	4	5
Distinguish between print and pictures	X	X					
Know that print contains a message	X	X					
Understand the concept of "letter"	X	X					
Understand the concept of "word"	X	X					
Recognize own name	X	XE					
Represent own name with correct letters	X	X					
Use own name to learn about words and make connections to words	X	X	XE				
Use left-to-right and top-to-bottom directionality of print		X					
Understand the concept of <i>first</i> and <i>last</i> (e.g. first part of story, last part of story; first part of word, last part of word)		X	X				
Understand that words are separated by spaces in print		X					
Understand one-to-one correspondence		X					
Understand the concept of a sentence		X	X				

Key: E = September, October, November

M = December, January, February

L = March, April, May

Wausau School District English Language Arts

PK - 8: Essential Elements of Reading Scope and Sequence

**Reading: Foundational Skills: Phonological Awareness**

<b>Word Awareness</b>	<b>Rhyme Awareness</b>	<b>Syllable Awareness</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Hear and recognize word boundaries			X	X					
Segment sentences into words			X	X					
Hear and say rhyming words			X	X	XE				
Hear and connect rhyming words			X	X	XE				
Hear and generate rhyming words				XM	XM				
Hear and say syllables				XE	XL				
Segment syllables			XM	X					
Blend syllables				XM	XL				
<b>Consonants</b>	<b>Alliteration</b>	<b>Onset-Rime Awareness</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Hear and say beginning consonants in words				XE	XM				
Hear and say ending consonants in words				XE	XM				
Hear and say two or more words that begin with the same initial sound				X	XE				
Produce two or more words that begin with the same initial sound				X	X				
Hear and segment onsets and rimes				XE	XL				
Blend onsets with rimes				XL	XL				
<b>Phonemic Awareness - Segment</b>	<b>Blend</b>	<b>Manipulate</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Segment words into phonemes				XE	XE				
Blend phonemes to make words				XE	XE				
Add, delete, and/or substitute phonemes to change words				X	X				

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Draft August 2010

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**Reading: Foundational Skills: Phonics**

<b>Letter Knowledge</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Distinguish letter forms	X	X	XE							
Identify letters by name	X	X	XE							
Understand alphabetical order		X	XE							
Recognize and name uppercase and lower case letters		X	XM							
Understand use of initials		XM	XM							
Understand that words are made up of letters		X								
Make connections between words by recognizing letters		X	XM							
Recognize the sequence of letters in words		X	XE							
<b>Letter/Sound Relationships -- Consonants</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Recognize that letters represent consonant sounds		XM	XM							
Decode beginning consonant sounds and the letters that represent them		XM	XM							
Decode ending consonant sounds and the letters that represent them		XL	X	XE						
Decode letters that represent two or more consonant sounds at the beginning of words (e.g. car, city; gym, get)			XM	X	X	XE				
Recognize and use consonant clusters that blend two or three consonant sounds (onsets)(e.g. bl, cl, sp, shr)			XM	X	X	XE				
Know the spelling-sound correspondences for common consonant digraphs (e.g. sh, ch, th, wh)			XM	X	X	XE				
Decode middle consonant sounds represented by double letters (e.g. dd, rr, ss)			XM	X	X	X				
Decode consonant clusters (blends) at the ends of words (e.g. ct, ft, sk)				XM	X	XE				
Decode consonants that are silent (e.g. lamb, know)				X	X	X				
Decode letters that represent less frequent consonant digraphs (e.g. gh-rough, ph-phone)				XM	X	X	XM			
Understand that consonant sounds can represent several different letters (e.g. final k as in picnic, unique, make)				XL	X	X	X			
Understand that some consonant letters represent different sounds (e.g. ch as in cheese, school, machine)				XL	X	X	X			

Wausau School District English Language Arts  
 PK - 8: Essential Elements of Reading Scope and Sequence

**Reading: Foundational Skills: Phonics Continued**

<b>Letter/Sound Relationships -- Vowels</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Understand that letters represent vowel sounds		XL	XE							
Hear and identify short vowel sounds in words and the letters that represent them		XL	X	XE						
Decode short vowel sounds at the beginning of words		XL	X	XE						
Decode short vowel sounds in the middle of words		XL	X	XE						
Hear and identify long vowel sounds in words and the letters that represent them		XL	X	XE						
Recognize and use long vowel sounds in words		XL	X	XM						
Contrast long and short vowel sounds in words			XM	XL						
Decode y as a vowel sound (e.g. happy, my, key)			XM	X	XE					
<b>Single-Syllable Words</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Decode vowel sounds in closed syllables (e.g. CVC -- cat, shop, sand, bunch)			XL	X	X	XE				
Decode vowel sounds in open syllables (e.g. CV -- me, no, hi, go)			XL	X	X	XE				
Decode vowels in words with silent e (e.g. CVCe -- make, home)			XM	XM						
Decode letter combinations that represent long vowel sounds (e.g. ai, ea, ow)			XL	X	XL					
Decode letter combinations that represent other vowel sounds (e.g. oo-moon, look; ou-count; au-fault)			XL	X	X	XM				
Decode r-controlled vowels (e.g. car, first, her)			XL	X	X	XE				
Decode consonant + le (e.g. apple, title, bubble, cable)				XL	X	X				

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Wausau School District English Language Arts  
 PK - 8: Essential Elements of Reading Scope and Sequence

**Reading: Foundational Skills: Fluency**

Fluency	PK	K	1	2	3	4	5	6	7	8
Demonstrate fluent oral language as a precursor to oral reading	X	X								
Listen to models of fluent reading on a daily basis	X	X	X	X	X	X	X	X	X	X
Recognize and identify environmental print including signs and labels	X	X	X							
Read own name	X	X								
Read names of family or friends		X	X							
Read grade-level high frequency words automatically		X	X	X	X	X	X	X	X	X
Develop self-monitoring strategies for accurate reading			X	X	X	X	X	X	X	X
Self-correct miscues independently			XM	X	X	X	X	X	X	X
Practice reading fluently in different ways (e.g. choral reading, partner/paired reading, reader's theater, and tape-assisted reading)		X	X	X	X	X	X	X	X	X
Use text structures and features (e.g. punctuation, key words, fonts, paragraphs) to help read aloud fluently			X	X	X	X	X	X	X	X
Read aloud with accuracy, comprehension and prosody (appropriate volume, phrasing, expression, and rate) in a variety of level-appropriate texts			X	X	X	X	X	X	X	X
Practice with repeated readings of level-appropriate familiar text			X	X	X	X	X	X	X	X
Use voice quality and volume to reflect inferences as to character's attributes, feelings, and underlining motivations						X	X	X	X	X
Read aloud grade-level narrative and informational text at an appropriate rate: <i>First:</i> 30-60 WCPM <i>Second:</i> 70-100 WCPM <i>Third:</i> 80-110 WCPM <i>Fourth:</i> 120-140 WCPM <i>Fifth:</i> 130-155 WCPM <i>Sixth:</i> 140-160 WCPM <i>Seventh:</i> 150-170 WCPM <i>Eighth:</i> 160-180 WCPM WCPM=Words Correct Per Minute			X	X	X	X	X	X	X	X

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## Kindergarten High Frequency Words

Students will read and write a core of 25 words.

---

no	so	go	at	see
is	on	it	a	to
can	in	do	like	mom
me	up	an	I	my
you	am	the	we	and
dad	child's name			

## First Grade High Frequency Words

Students will read and write a core of at least 50 high frequency words.

---

all	girl	not	she	are	say
got	now	sit	as	had	he
of	then	ball	has	or	get
they	be	her	out	this	saw
boy	him	play	too	by	man
his	put	us	come	how	will
ran	was	day	if	read	look
went	did	jump	run	eat	sat
yes	for	ten	fun	big	dog
like	one	you			

## Second Grade High Frequency Words

Students will read and write the following high-frequency words automatically.

Students will employ self-monitoring strategies to continually accumulate the ability to read and write a large core of high-frequency words accurately.

them	have	over	want	take	books	sleep
about	there	ride	able	three	good	love
back	any	don't	bad	hid	help	much
after	into	said	give	almost	city	stay
I'm	just	that	today	were	write	name
been	little	one	week	many	top	new
from	make	with	some	home	room	paper
came	before	five	more	down	under	rain
away	two	their	year	become	fast	door
your	four	what	can't	end	hill	both
who	mother	but	tell	behind	know	sky
when	where	here	across	fish	use	stop
with	thing	other				

### Third Grade High Frequency Words

Students will read and write the following high-frequency words automatically.

Students will employ self-monitoring strategies to continually accumulate the ability to read and write a large core of high-frequency words accurately

---

sea	funny	happy	party	house	children	through
wrote	gave	catch	game	start	together	hide
again	which	third	try	grew	enough	these
carry	close	night	pick	water	dark	long
wait	even	goes	right	friend	great	does
each	grow	last	teach	story	inside	father
feel	gone	school	until	street	light	people
always	same	walk	second	above	seen	live
first	knew	snow	deep	find	during	watch
ask	begin	change	view	worn	between	brother
food	winter	outside	grade	every	wrong	you're
work	must	part	than	would		

## Fourth Grade High Frequency Words

Students will read and write the following high-frequency words automatically.

Students will employ self-monitoring strategies to continually accumulate the ability to read and write a large core of high-frequency words accurately.

---

<b>several</b>	<b>best</b>	<b>river</b>	<b>sick</b>	<b>through</b>	<b>animal</b>
<b>never</b>	<b>ready</b>	<b>might</b>	<b>maybe</b>	<b>against</b>	<b>lost</b>
<b>getting</b>	<b>free</b>	<b>air</b>	<b>land</b>	<b>hour</b>	<b>beautiful</b>
<b>earth</b>	<b>show</b>	<b>I'd</b>	<b>next</b>	<b>fight</b>	<b>need</b>
<b>group</b>	<b>build</b>	<b>suddenly</b>	<b>old</b>	<b>once</b>	<b>job</b>
<b>baby</b>	<b>draw</b>	<b>easy</b>	<b>window</b>	<b>doing</b>	<b>myself</b>
<b>everything</b>	<b>state</b>	<b>finally</b>	<b>better</b>	<b>family</b>	<b>since</b>
<b>high</b>	<b>kind</b>	<b>everyone</b>	<b>written</b>	<b>clothes</b>	<b>picture</b>
<b>wouldn't</b>	<b>circle</b>	<b>hold</b>	<b>favorite</b>	<b>hand</b>	<b>class</b>
<b>probably</b>	<b>large</b>	<b>special</b>	<b>care</b>	<b>different</b>	<b>idea</b>

## Fifth Grade High Frequency Words

Students will read and write the following high-frequency words automatically.

Students will employ self-monitoring strategies to continually accumulate the ability to read and write a large core of high-frequency words accurately.

---

<b>follow</b>	<b>round</b>	<b>hear</b>	<b>plan</b>	<b>being</b>
<b>pretty</b>	<b>scared</b>	<b>often</b>	<b>they're</b>	<b>also</b>
<b>couldn't</b>	<b>person</b>	<b>page</b>	<b>possible</b>	<b>slowly</b>
<b>happen</b>	<b>short</b>	<b>store</b>	<b>thought</b>	<b>bring</b>
<b>themselves</b>	<b>add</b>	<b>while</b>	<b>really</b>	<b>cleans</b>
<b>direction</b>	<b>wanted</b>	<b>however</b>	<b>understand</b>	<b>teacher</b>
<b>nothing</b>	<b>young</b>	<b>kids</b>	<b>near</b>	<b>dream</b>
<b>life</b>	<b>question</b>	<b>check</b>	<b>rest</b>	<b>sister</b>
<b>someone</b>	<b>yourself</b>	<b>listen</b>	<b>soon</b>	<b>think</b>
<b>without</b>	<b>answer</b>	<b>few</b>	<b>important</b>	<b>such</b>
<b>instead</b>	<b>money</b>	<b>stuff</b>	<b>less</b>	<b>more</b>
<b>either</b>	<b>simple</b>	<b>problem</b>	<b>own</b>	<b>lunch</b>

Wausau School District English Language Arts

PK - 8: Essential Elements of Reading Scope and Sequence

**Reading: Comprehension: Literature and Informational Text**

Metacognitive Comprehension Strategies	PK	K	1	2	3	4	5	6	7	8
<b>Metacognition</b> (Monitor comprehension and apply fix-up strategies when comprehension breaks down)		X	X	X	X	X	X	X	X	X
<b>Schema</b> (Make connections, use background knowledge, prior knowledge)		X	X	X	X	X	X	X	X	X
<b>Visualize</b> (Create sensory and emotional imagery)		X	X	X	X	X	X	X	X	X
<b>Predict</b> (Use what is known to think about what will follow in the text which leads to confirmations or rejections of the predictions)		X	X	X	X	X	X	X	X	X
<b>Question</b> (Generate questions before, during and after reading)		X	X	X	X	X	X	X	X	X
<b>Infer</b> (Use schema along with evidence from the text to determine implied meaning)		X	X	X	X	X	X	X	X	X
<b>Determine Importance</b> (Distinguish important from unimportant information and be able to summarize a text and determine a theme or central message)		X	X	X	X	X	X	X	X	X
<b>Evaluate</b> (Critique a text based on a reader's personal, world, or text knowledge)		X	X	X	X	X	X	X	X	X
<b>Analyze</b> (Examine or compare and contrast elements of a text to learn author's craft and more about how it is constructed; provide specific examples and evidence to support statements about the quality, accuracy and craft of the text)		X	X	X	X	X	X	X	X	X
<b>Synthesize</b> (Putting together separate parts into a whole, thereby creating a new line of thinking for the reader)					X	X	X	X	X	X

Shaded areas indicate grade levels in which the skill, strategy and genre are emphasized.



Wausau School District English Language Arts

PK - 8: Essential Elements of Reading Scope and Sequence

**Reading: Comprehension: Literature and Informational Text**

<b>Craft and Structure</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Identify elements of a story including characters, setting and key events		X	X	X	X	X	X	X	X	X
Retell or reenact a story placing events in the correct sequence		X	X	X	X	X	X	X	X	X
Determine if a story is fiction or non-fiction			X	X	X	X	X	X	X	X
Identify the resolution of a problem or conflict in a story		X	X	X	X	X	X	X	X	X
Distinguish between major and minor characters					X	X	X	X	X	X
Identify characteristics of structural elements of poetry & prose (e.g. <i>imagery, rhyme, verse, rhythm, meter, stanza, figurative language, alliteration</i> )						X	X	X	X	X
figurative language (personification, hyperbole, oxymoron, simile, metaphor, idiom, analogy)				X	X	X	X	X	X	X
point of view					X	X	X	X	X	X
mood						X	X	X	X	X
foreshadow							X	X	X	X
flashback							X	X	X	X
symbolism								X	X	X
tone								X	X	X
irony								X	X	X
allusion									X	X
allegory										X
satire										X

Shaded areas indicate grade levels in which the skill, strategy and genre are emphasized.

Wausau School District English Language Arts

PK - 8: Essential Elements of Reading Scope and Sequence

**Reading: Comprehension: Literature and Informational Text Continued**

<b>Craft and Structure (continued)</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Describe a plot and its components <i>(e.g. main events, conflict, rising action, climax, falling action, resolution)</i>						X	X	X	X	X
Identify the theme and/or moral in works of prose, poetry and drama				XL	X	X	X	X	X	X
Analyze the influence of setting on the problem and resolution <i>(e.g. time of day or year, historical period/place/situation)</i>							X	X	X	X
Identify the characteristics of non-fiction genres <i>(e.g. informational, biography, autobiography, memoir)</i>					X	X	X	X	X	X
Recognize and use non-fiction features as they occur in a text <i>(e.g. table of contents, glossary, index, headings, sub-headings, captions)</i>		X	X	X	X	X	X	X	X	X
Read critically <i>(e.g. distinguish fact from opinion, recognize propoganda techniques, evaluate accuracy, understand the author's purpose)</i>					X	X	X	X	X	X
Recognize and use text organization to enhance comprehension <i>(e.g. description/list, sequence/time order, compare/contrast, cause/effect, problem/solution)</i>					X	X	X	X	X	X

Shaded areas indicate grade levels in which the skill, strategy, and genre are emphasized.

Wausau School District English Language Arts

PK - 8: Essential Elements of Reading Scope and Sequence

**Reading: Comprehension: Literature and Informational Text**

Genre Characteristics	PK	K	1	2	3	4	5	6	7	8
Identify common forms of literature based upon their characteristics (e.g. poetry, novel, short story, biography, autobiography, drama)				X	X	X	X	X	X	X
Nursery Rhyme	X	X	X							
Narrative	X	X	X	X	X	X	X	X	X	X
Mystery					X	X	X	X		
Poetry	X	X	X	X	X	X	X	X	X	X
Graphic Novel					X	X	X		X	
Folktale				X	X	X	X			
Tall Tale						X	X			
Legend						X	X			
Myth						X	X	X		
Fairy Tales			X	X	X					
Fables				X	X	X				
Historical Fiction					X	X	X		X	
Realistic Fiction				X	X	X	X	X	X	X
Science Fiction						X	X	X		X
Fantasy								X		X
Classic Literature								X	X	X
Informational Text	X	X	X	X	X	X	X	X	X	X
Persuasive							X		X	X
Autobiography/ Biography				X	X	X	X	X	X	

Shaded areas indicate grade levels in which the skill, strategy or genre is emphasized.

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Wausau School District English Language Arts  
 PK - 8: Essential Elements of Reading Scope and Sequence  
**Language: Vocabulary**

<b>Word Recognition</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Recognize symbols and words in the environment (e.g. McDonald's, traffic signs, food labels)	X	X	X							
Increase exposure to vocabulary through extensive independent reading and listening to read-aloud stories	X	X	X	X	X	X	X	X	X	X
Recognize and use grade-level academic language (including tier three words)	X	X	X	X	X	X	X	X	X	X
Recognize and use grade-level high-frequency words		X	X	X	X	X	X	X	X	X
Use a variety of methods to determine word meanings (e.g. prior knowledge, reading ahead, context clues, glossary, analogy)		X	X	X	X	X	X	X	X	X
<b>Concept Words</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Recognize and learn concept words; color names, number words, days of the week, months of the year, seasons		XM	X	XM						
Recognize and use concept words that imply sets and subsets (e.g. fruit-apples, pears; liquids-water, milk)		X	X	X	X	X				
<b>Related Words and Word Functions</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Recognize and use homophones: same sound, different spelling and different meaning (e.g. hair, hare) (It is not necessary to teach the technical term homophone.)			XL	X	X	X	X			
Recognize and use homographs: same spelling, different meaning and they may have different pronunciation-heteronym (e.g. wind, wind) (It is not necessary to teach the technical term heteronym or homograph.)				X	X	XM				
Recognize and use words with multiple meaning (a form of homograph) (e.g. can, bear)				X	X	X	XE			
Recognize nouns (words that represent a person, place, or thing)				X	X	X				
Recognize and use verbs (action words)				X	X	X				
Recognize adjectives (words that describe)				X	X	X				
<b>Word Solving Actions (Using references &amp; resources to learn about words)</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Consult reference materials (eg. dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases					X	X	X	X	X	X
<b>Key: E = September, October, November      M = December, January, February      L = March, April, May</b>										

Wausau School District English Language Arts

PK - 8: Essential Elements of Reading Scope and Sequence

**Language: Vocabulary**

<b>Compound Words</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Recognize and use simple compound words (e.g. <i>into, cannot</i> )			XM	X						
Recognize and use compound words with frequently used components (e.g. <i>where, thing, one, every, snow</i> )				X	XM					
<b>Contractions</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Understand the concept of contractions			X							
Recognize and understand contractions using: am, is, has, will, are, not			X	X	X					
Recognize and understand contractions using: have				X	X	X	X			
Recognize and understand contractions using: us, would, had					X	X	X			
<b>Affixes</b>	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Recognize and use prefixes that mean before (pre-), again (re-), not (un-)				X	X	X	X	X	X	
Recognize and use prefixes that mean make (en-, em-) (e.g. <i>enable, entrap, empower, embed</i> )						XL	X	X	X	X
Recognize and use prefixes that mean: across (trans-), between (inter-), within or inside (intra-), under (sub-), above (super-), bad (mal-), out (ex-), going beyond or through (per-), around (circum-)							X	X	X	X
Recognize and use prefixes that change form to match the root word (assimilated prefixes) (e.g. in-immigrate, illegal, irregular; ad-address, approach, <i>aggressive</i> ; ob-obstruct, <i>opportunity</i> ; sub-subtract, <i>suppose, surround</i> ; com-commit, <i>collide, corrode</i> ; dis-distinguish; <i>difference</i> ; ex-expand, <i>expose, eccentric, efficient</i> )							X	X	X	X
Use frequently occurring affixes (prefixes and suffixes) as a clue to the meaning of a word			X	X	X	X	X			
Recognize and use suffixes that change verbs and nouns for different functions (e.g. -er, -es, -ing)					X	X	X	X	X	X
Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs (e.g. -ily, -able, -ible, -ar, -less)						X	X	X	X	X
Recognize and use suffixes that change verbs and nouns for different functions, such as adjectives and adverbs (e.g. -ness, -ous, -cious, -tious)							X	X	X	X

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Wausau School District English Language Arts  
 PK - 8: Essential Elements of Reading Scope and Sequence

**Language: Vocabulary**

Word Origins	PK	K	1	2	3	4	5	6	7	8
Understand that word parts help you learn what a word means					X	X	X	X	X	X
Understand that English words come from many different sources (e.g. other languages, technology, place names)					XL	X	X	X	X	X
Understand the concept of Greek and Latin "roots" and their use in learning to pronounce and think about the meaning of a word						XL	X	X	X	X
Use the history of the word's origin to acquire a more complete understanding of the word or phrase						X	X	X	X	X
Context Clues	PK	K	1	2	3	4	5	6	7	8
Understand how to determine word meanings through inferencing, or drawing conclusions, from general context				X	X	X	X	X	X	X
Understand how to determine word meanings through the use of <u>definition and restatement context clues</u> with corresponding signal words such as: <i>which is, that is, in other words, also known as, also called, and or</i>							X	X	X	X
Understand how to determine word meanings through the use of <u>example context clues</u> with corresponding signal words such as: <i>like, including, such as, for example, for instance, especially, other, this, these, and these include</i>							X	X	X	X
Understand how to determine word meanings through the use of <u>comparison context clues</u> with corresponding signal words such as: <i>like, as, in the same way, similar to, resembling, likewise, similarly, also, identical, and related</i>							X	X	X	X
Understand how to determine word meanings through the use of <u>contrast context clues</u> with corresponding signal words such as: <i>but, although, on the contrary, on the other hand, unlike, in contrast to, instead, different, and however</i>							X	X	X	X
Understand how to determine word meanings through the use of <u>cause and effect context clues</u> with corresponding signal words such as: <i>because, since, consequently, therefore, so, and as a result</i>					X	X	X	X	X	X

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Wausau School District English Language Arts

PK - 8: Essential Elements of Reading Scope and Sequence

**Language: Vocabulary**

Possessives	PK	K	1	2	3	4	5	6	7	8
Recognize and use possessives that add an apostrophe and an s to a singular noun (e.g. <i>dog/dog's, girl/girl's</i> )				X	X	X	X			
Understand that when you make the word <i>it</i> show possession, you do not use an apostrophe						X	X	X	X	X
Recognize and use plural possessives that do not end in s--add apostrophe + s (e.g. <i>women's room, children's party</i> )						X	X	X	X	X
Figurative Language	PK	K	1	2	3	4	5	6	7	8
Recognize and use onomatopoeic words (e.g. <i>crash, slush, bang, zoom, whir</i> )					X	X	X	X		
Recognize and use words as metaphors and similes to make a comparison (e.g. <i>light as air, dogged, stormed out</i> )					X	X	X	X	X	X
Recognize and use idioms or expressions (e.g. <i>raining cats and dogs</i> )					X	X	X	X	X	X

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# **Wausau School District**

## **Tier 3 English/ Language Arts Content Vocabulary**

January 2010



# PRE-KINDERGARTEN

## English/Language Arts Vocabulary

---

last name

a letter

directions

alphabet

question

rhyme

title

first name

drawing

sentence

uppercase

author

lowercase

book

front cover

back cover

listen

write

fairy tale

date

number

nursery rhyme

illustrator

photographer

word

story

picture

# KINDERGARTEN

## English/Language Arts Vocabulary

---

take turns  
retell  
reread  
character  
map

poem  
order  
predict  
conversation

vowel  
sign  
comprehension

# GRADE 1

## English/Language Arts Vocabulary

---

main character

beginning consonant

ending consonant

long vowel

consonant blend

main idea

questions

short vowel

chapter

vocabulary

number word

publish

language

spelling

table of contents

page

order of events

dictionary

letter

spelling pattern

theater

discussion

folktale

newspaper

magazine

mental image

movie

message

# GRADE 2

## English/Language Arts Vocabulary

---

blend

purpose

message/moral

pattern

group discussion

symbol

vowel combination

prewriting

vowel sound

guest speaker

keyboarding

letter-sound relationship

paragraph

setting

cartoon

villain

textbook

typing

illustration

syllable

ending

question mark

brainstorm

draft

voice

skim

chart

# GRADE 3

## English/Language Arts Vocabulary

---

contraction	noun	genre
edit	prefix	antonym
fiction	punctuation	complete sentence
verb	capitalization	detail/supporting detail
topic sentence	glossy	explanation
word choice	non-fiction	suffix
definition	passage	abbreviation
comma	summarize	apostrophe
compound word	synonym	
example	cursive	

# GRADE 4

## English/Language Arts Vocabulary

---

adjective/numerical

adjective

chronological order

indentation

cause and effect

compare and contrast

inference

multi-meaning word

plot

plot development

summary

closing sentence

context clue

grammar

adverb

character development

root word

direct quote

point of view

guide words

conclusion

graphic organizer

index

pronoun

subject-verb agreement

thesaurus

central idea

declarative sentence

heading

# GRADE 5

## English/Language Arts Vocabulary

---

essay	friendly letter	proofread
expression	encyclopedia	table
appendix	introduction	mystery
first person	quotation marks	theme
imagery	tense	content area vocabulary
complete	science fiction	double negative
revise	interrogative sentence	multiple sources
common	audience	mood
complex sentence	colon	story element
fantasy		

# GRADE 6

## English/Language Arts Vocabulary

---

author's purpose	dialogue	simile
autobiography	exclamation mark	subject pronoun
background knowledge	exclamatory sentence	subordinating conjunction
biography	idiom	superlative adjective
caption	figure of speech	target audience
character trait	personal narrative	textual clue
climax	present tense	transition
compound sentence	problem-solution	voice inflection
conjunction	report	homonym
description	resolution	homophone
diagram		



# GRADE 7

## English/Language Arts Vocabulary

---

active listener	perspective	criticism
descriptive language	persuasion	cross-reference
fact vs. opinion	plagiarism	document
figurative language	reference source	flashback
foreshadowing	sentence combining	generalization
historical fiction	simple sentence	formal/informal language
italics	stereotype	irregular verb
metaphor	body of the text	periodical
paraphrase	chronology	word origin
personification	common feature	hyphen
viewpoint		

# GRADE 8


## English/Language Arts Vocabulary

---

argumentation	eye contact	narrative/narration
bibliography	fully developed character	subjective view
business letter	Greek root	subplot
clarify/clarification	historical theme	synthesize
convention	independent clause	visual aid
documentary	information source	compound verb
editorial	literal phrase	enunciation
elaboration	logic	adjective clause/phrase
recurring theme	logical argument	adverb clause/phrase
explicit/implicit	mechanics (language)	interpretation
exposition		

### Coding and Scoring Errors At-A-Glance

(Coding system developed by Marie Clay as part of the running record system in  
*An Observation Survey of Early Literacy Achievement*, Revised Second Edition, 2006, Heinemann)

Behavior	What Reader Does	How to Code	Example	How to Score	
Accurate Reading	Reads words correctly	Do not mark or place check (✓) above word	no mark or ✓ Kate's		No error
Substitution	Reads a word incorrectly	Write the substituted word above the word	<u>her</u> Kate's	Substitution, not corrected	1 error
Multiple Substitutions	Makes several attempts at a word	Write each substitution in sequence above the word	<u>little /some/him</u> his	Multiple substitutions, not covered	1 error for each incorrect word in text
			<u>touch/teeth/SC</u> tooth	Multiple substitutions, self-corrected (SC)	No error; 1 SC
			<u>to/touch/teeth</u> tooth	Multiple misreadings of the same word, not corrected	1 error for each incorrect word in text
			<u>Kathy/Kelly</u> Kate	Multiple misreadings of names and proper nouns	1 error first time missed; no errors after that
			<u>It's</u> <u>Do not</u> It is     Don't	Misreading contractions (reads contraction as two words or two words as a contraction)	1 error each time
Self-correction	Corrects a previous error	Write the error over the word, followed by SC	<u>teeth/SC</u> tooth		No error; 1SC
Insertion	Adds a word that is not in the text	Write in the inserted word using a caret	loose ^		1 error per word inserted
Omission	Gives no response to a word	Place a dash (-) above the word	— very	Skipping a word Skipping a line	1 error per word 1 error per word
Repetition	Reads same word again	Write R after the word	<b>R</b>		No error
Repeated Repetitions	Reads the same word more than once	Write R for first repetition, then write a number for additional repetitions	<b>R<sub>2</sub> R<sub>3</sub></b>		No error
Rereading	Returns to the beginning of sentence or phrase to read again	Write an R with an arrow back to the place where rereading began			No error

### Coding and Scoring Errors At-A-Glance (continued)

(Coding system developed by Marie Clay as part of the running record system in  
*An Observation Survey of Early Literacy Achievement*, Revised Second Edition, 2006, Heinemann)

Behavior	What Reader Does	How to Code	Example	How to Score	
Rereading	Rereads and self-corrects	Write an R with an arrow back to the place where rereading began and a SC at point of self-correction			No error; 1 SC
Appeal	Verbally asks for help	Write A after the word		Follow up with "You try it"	No error
"You Try It"	Child appeals/doesn't attempt word, teacher responds "You try it"	Write Y after the word		"You try it" followed by correct word  "You try it" followed by omission, incorrect word, or Told	No error  1 error
Told	Teacher tells child word	Write T after the word			1 error
Spelling Aloud	Child spells word by saying names of letters	Write the letters in all capital letters		Spelling followed by correct word  Spelling followed by incorrect word	No error; no SC  1 error
Sounding Out	The child makes the sounds associated with the letters in the word	Write the letters in lower case with hyphens between them		"Sounding out" followed by correct word  "Sounding out" followed by incorrect word or no word  Sounding the first letter incorrectly and then saying the word correctly	No error; no SC  1 error  No error; 1 SC