

Overview

GRADE
K-6

Common Core Edition



Vocabulary

Fluency



Word Study
Phonics

Comprehension





Overview

BENCHMARK EDUCATION COMPANY
629 Fifth Avenue • Pelham, NY • 10803

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Common Core Edition

Table of Contents

Introducing Benchmark Literacy for Grades K–6	3
The Research Behind Benchmark Literacy	5
Benchmark Literacy’s Instructional Goals	6
Comprehension Instruction:	
A Roadmap for Lifelong Literacy	9
The Components of Comprehensive Literacy & Reader’s Workshop	17
Using Assessment to Drive Instruction in Benchmark Literacy	31
Multicultural Awareness and Diversity in Benchmark Literacy	38
Grade Specific Components at a Glance	42
Administrators’ Toolkit Contents at a Glance	56
Coaches’ Toolkit Contents at a Glance	58
Teachers’ Toolkit Contents at a Glance	60
K–6 Benchmark Literacy Scope and Sequence	62
Skills & Strategies	67
Reading/Writing Connections	227
Small-Group Writing Connections by Unit	234
Oral Language and Academic Language Development Strategies	265
Appendix	
Complete List of Benchmark Literacy Leveled Texts by Level	280
Leveled Text Conversion Guide	310
Benchmark Literacy Glossary	312
Bibliography	318

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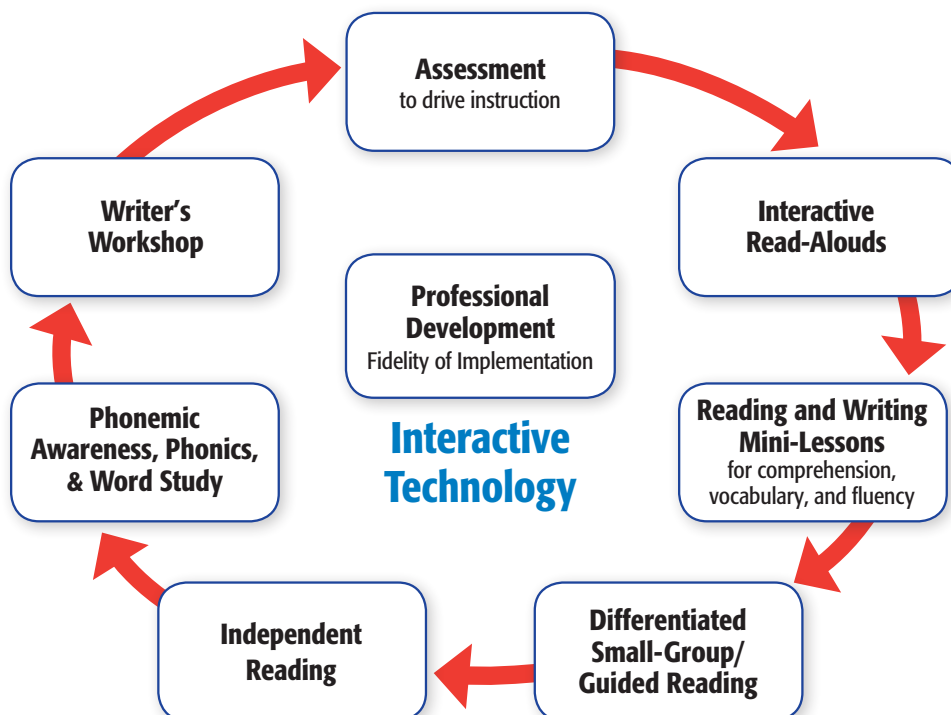
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Introducing Benchmark Literacy for Grades K–6

Benchmark Education Company is known for its pedagogically sound, research-proven literacy solutions. Benchmark Literacy supports all the daily components of high-quality reading instruction, with a particular emphasis on the development of comprehension. You will find:

- **Assessment** to drive instruction and help teachers monitor progress
- **Interactive read-alouds** to model good-reader strategies with award-winning trade literature
- **Reading and writing mini-lessons** to explicitly model comprehension, vocabulary, and fluency
- **Differentiated small-group reading** that builds seamlessly on shared reading instruction
- **Independent reading** to encourage the transfer of skills and strategies
- **Phonemic awareness, phonics, and word study** to build strong decoding and word-solving strategies
- **Writer's Workshop** to support teachers through the writing process, working with students at all writing stages across a range of genres



What Makes Benchmark Literacy Different—and Better?

- **Ten comprehension-focused units** per grade with three distinct weeks of instruction that build developmentally and eliminate boredom
- **Seamless, spiraling, whole-to-small group comprehension instruction** across K–6 that supports your curriculum standards
- **Grade-specific leveled text collections** organized by text-dependent comprehension strategy
- **Phonics and word study kits** that provide a complete K–6 continuum of phonological awareness, phonemic awareness, phonics, spelling, and word study for vocabulary development
- **Short mentor texts** for whole-group skill and strategy instruction
- **Motivation for all students** through trade literature connections, big books, genre texts, and reader's theater
- **Pre-, post-, and ongoing assessment** to drive the instruction
- **Research-proven instruction** that fits both comprehensive literacy and reader's workshop models



The Research Behind Benchmark Literacy

Benchmark Literacy is an integrated literacy program designed around the principles of apprenticeship. This approach suggests that students acquire literacy through assisted instruction with a sensitive and knowledgeable teacher. Students are provided with meaningful and functional materials and experiences according to their developmental needs. Teachers activate new learning through the use of focused mini-lessons, demonstrations, and discussions that promote problem solving and reflective thinking. A complete bibliography of the research underlying Benchmark Literacy can be found starting on page 312 of this overview.

Principles of an Apprenticeship Approach	
Principles	Description
1. Observation and responsive teaching	Teachers observe how students respond to print and they design instruction according to students' strengths and needs.
2. Modeling and coaching	Teachers use clear demonstrations and explicit language.
3. Clear and relevant language for problem solving	Language prompts help students initiate problem-solving actions during reading and writing events.
4. Adjustable scaffolds	Varying degrees of support and interactions in the classroom setting help students reach higher levels of literacy development.
5. Structured routines	Structured routines and interactions in the classroom setting help students reach higher levels of literacy development.
6. Assisted and independent work	Students are provided balanced opportunities to work with teachers and to work independently.
7. Transfer	When students acquire knowledge of skills and strategies, they are able to use these flexibly in all types of text for varying purposes.

In addition to having a solid research base, Benchmark Literacy is made up of whole-group, small-group, phonics/word study, and assessment components that have been proven effective in multiple yearlong classroom studies. These studies were conducted by independent research firms. Teachers can be confident that these resources can make a significant academic difference in real K–6 classrooms. Details of this research are available at www.benchmarkeducation.com.

Benchmark Literacy's Instructional Goals

The Essential Domains of Reading Instruction

Scientific research has demonstrated that high-quality reading instruction focuses on five essential domains of reading. These five domains are at the heart of Benchmark Literacy. Within each domain, explicit differentiated instruction supports all students as they become successful, strategic readers. In addition, Benchmark Literacy embeds oral language development activities and reinforces the natural connections between reading and writing.

Phonological & Phonemic Awareness

"Research clearly shows that phonemic awareness can be developed through instruction and, furthermore, that doing so significantly accelerates children's subsequent reading and writing achievement."

—Adams, Foorman,
Lundberg, & Beeler

Benchmark Literacy's StartUp Phonics for Kindergarten and BuildUp Phonics for Grade 1 provide explicit, systematic daily instruction in phonological and phonemic awareness to ensure that students have a solid foundation for reading and writing. High-interest materials such as posters, songs, and chants form the basis of explicit lessons developed by Terri Beeler, Ph.D. Additional reinforcement activities each week ensure that students who need more practice get more practice.

Oral Language Development: Within the StartUp and BuildUp phonological and phonemic awareness lessons, students have daily opportunities to sing, chant, and participate in whole-group and partner activities that build both social and academic oral language skills.

Phonics & Word Study

"Although children's word knowledge is enhanced by their reading and writing experiences, teacher guided instruction and practice facilitate students' detection of patterns in words and help them internalize their understandings."

—Kathy Ganske

In Grades K–2, the optional Benchmark Phonics StartUp, BuildUp, and SpiralUp Phonics Skill Bags provide 20 to 30 minutes of systematic, research-proven daily instruction using multisensory components such as songs, poems, frieze cards, word cards, letter cards, and decodable connected text. Each skill is developed over one week of daily instruction that includes phonemic awareness, sound/symbol relationships, blending, spelling, and high-frequency word instruction. In addition, there is built-in ongoing spiraled review of previously taught skills. This flexible program can be used systematically throughout the school year, and it can also be used for targeted intervention.

In Grades 3–6, Word Study & Vocabulary Skill Bags Levels 1–4 provide 20 minutes of systematic and explicit daily instruction that is a natural extension of the phonics instruction students received in Grades K–2. Based on the writings of Kathy Ganske, Donald Bear, Shane Templeton, Marcia Invernizzi, and others, these spiraling units of instruction develop word analysis, word-solving, spelling, and vocabulary strategies. Students need all of these in order to read and comprehend challenging content-area and literary texts.

Oral Language Development: Every phonics and word study lesson provides opportunities for students to practice oral language skills through whole-group, small-group, and partner activities. Teachers can use the explicit strategies in every lesson to support English learners as they participate in these activities.

The Reading-Writing Connection: Through dictation, word games, and shared and independent writing activities, students apply phonetic and word study knowledge to writing.

Vocabulary

Research shows that students benefit from both indirect and direct vocabulary instruction. Within Benchmark Literacy, students are exposed to and receive explicit instruction at three tiers of vocabulary. Developmentally appropriate high-frequency vocabulary (Tier One), robust vocabulary (Tier Two), and domain-specific academic vocabulary (Tier Three) are naturally introduced and studied. This instruction begins in Kindergarten with the development of strong oral language and continues with both oral and written vocabulary instruction as students progress. Vocabulary instruction is embedded into both whole-group mini-lessons and small-group guided reading instruction at all grade levels.

Oral Language Development: No vocabulary instruction is complete until students have “owned” the words they are learning. This means students can construct their own definitions and use the words in new contexts. Every vocabulary lesson within Benchmark Literacy provides opportunities for students to discuss, define, and use new words orally. Sentence frames support English learners as they use new words. In addition, many of the weekly independent workstation activities for oral language development extend vocabulary instruction in meaningful ways.

The Reading-Writing Connection: In each explicit vocabulary lesson, students create graphic organizers to activate their existing knowledge and extend their understandings. They also work as a whole group, with partners, or with family members to write sentences demonstrating their vocabulary knowledge.

Fluency

Research shows a strong correlation between fluency development and comprehension. In every unit of Benchmark Literacy, students receive direct instruction in fluency to improve their reading rate and prosody. In addition, each unit includes an opportunity for students to develop fluency through developmentally appropriate Reader’s Theater experiences. These experiences provide motivating, authentic opportunities for repeated oral reading practice.

“Vocabulary plays a significant role in students’ reading success. Without an understanding of the words in a sentence, paragraph, or passage, comprehension cannot occur, and without comprehension, one is not truly literate.”

—Block and Mangieri (2006)

“Key elements of reading fluency: accuracy in word decoding, automaticity in recognizing words, and appropriate use of prosody or meaningful oral expression while reading. These three components are a gateway to comprehension.”

—Tim Rasinski, Ph.D., Benchmark Education Reader’s Theater program consultant

Oral Language Development: Each fluency mini-lesson includes rich opportunities for oral language development. Students choral-read, echo-read, and partner-read. They support their peers' fluency development by providing oral responsive feedback and prompting. Students engage in academic discussion as they self-assess their fluency development. During Reader's Theater rehearsal, students discuss and analyze their roles and how to interpret the roles through the oral performance. Academic sentence frames support students who need a structure for this academic talk. Ultimately, students perform dramatic interpretations of each script, building their confidence as speakers and performers. Weekly independent workstation activities for oral language development also support students' fluency development.

The Reading-Writing Connection: During fluency mini-lessons, students participate in shared writing experiences to record what they have learned about the fluency skill. These shared writings serve as anchor posters to reinforce fluency development.

"The purpose of teaching comprehension strategies is to enable children to read with deeper, longer-lasting understanding. We should never lose sight of the goal."

—Ellin Keene and Susan Zimmerman

Comprehension

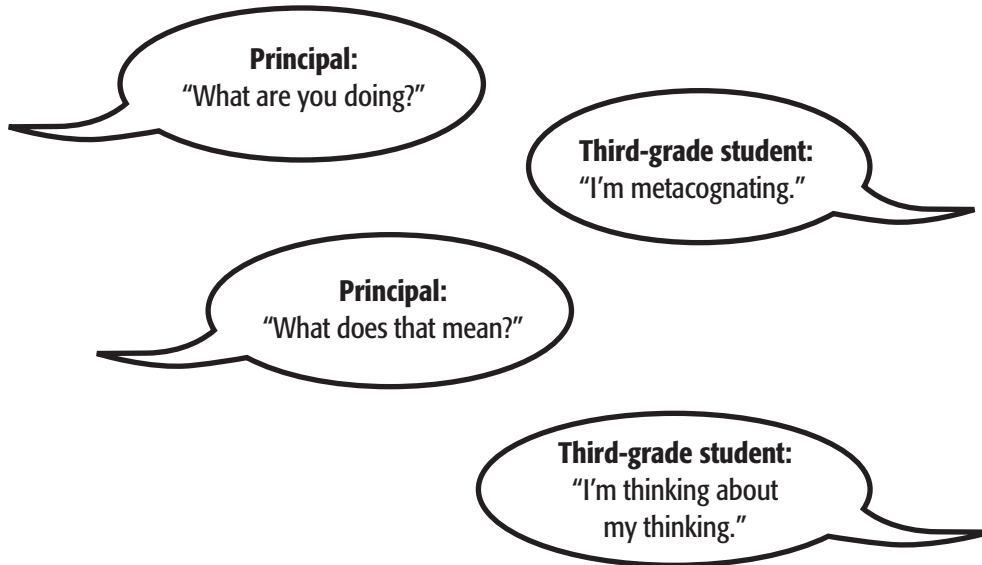
The ultimate goal of all reading instruction is to provide students with an arsenal of tools they can use to read a wide range of genres in nonfiction (informational, persuasive, procedural, and narrative) and fiction with full comprehension. In school, students rely on text-dependent comprehension strategies to learn, analyze, and apply nonfiction content-area information. They also require text-dependent comprehension strategies to analyze and appreciate literary texts. We know from research that the skills and strategies that develop good readers are necessary for good writing as well. Benchmark Literacy was designed to provide the kind of assessment-driven explicit modeling, guided practice, and independent practice opportunities that guarantee student achievement. This instruction is outlined in greater detail in the next section of this overview.

Writing and Grammar

Robust reading-writing connections are built into every week of instruction in Benchmark Literacy (see pp. 223–291 of this book). In every unit of Benchmark Literacy, students have weekly opportunities to write to informative/explanatory, narrative, and opinion/argument texts based on sources using the prompts provided in the Writing to Sources Handbook. The optional Benchmark Writer's Workshop program provides five developmentally appropriate genre-focused writing units per grade aligned to the Writing and Language Common Core Standards to develop narrative, persuasive, and informational text writing. Each unit includes a mentor big book (Gr. K–1) or read-aloud book (Gr. 2–6) and four strands of explicit 10- to 20-minute whole-group mini-lessons for introducing the genre; modeling the writing process; author's craft; and grammar and conventions.

Comprehension Instruction: A Roadmap for Lifelong Literacy

The Reading-Thinking Cycle: Using Metacognitive Strategies and Text-Dependent Comprehension Strategies Together



"Metacognition, which is needed to use comprehension strategies well, can begin during direct teacher explanations and modeling of strategies, but develops most completely when students practice using comprehension strategies as they read."

–Michael Pressley

You're reading an adventure novel. The protagonist is stranded in the forest. Night is approaching. Wolves are howling. A fire must be built. The author describes the character's harrowing situation in detail and the steps he takes to collect dry kindling and produce the spark that will light it. You focus on the steps and the author's descriptive text structure in order to visualize the sights, sounds, and smells of the darkening forest and feel the character's growing fear. And visualizing the scene makes you even more engaged in the story.

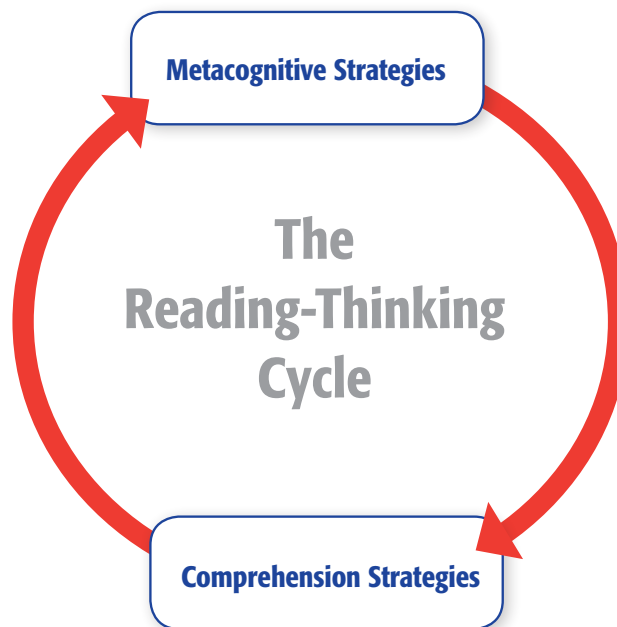
You're reading a magazine article about transportation for the future. The author compares innovative modes of transportation with transportation in the past. You pay close attention to these comparisons. You study the article's text and graphic features—captions, diagrams, time lines—and think carefully about the details in the text to infer the main ideas. Using these specific text-dependent comprehension strategies helps you determine the most important text in the article. Once you grasp the big ideas, you are able to make your own judgments and draw your own conclusions about the issue.

An article describes a corrupt government in a faraway country. You think about other books you have read about dictatorships. You think about your own experiences as a citizen of a democracy. You think about how you have felt when you were not allowed freedoms you believed you deserved. All of these connections to self, world, and text help you make your own judgments about the government you are reading about.

Text-dependent comprehension strategies are mental problem-solving actions initiated by a reader to gain meaning from the text. Metacognition, or “thinking about thinking,” takes strategic reading one step further by helping us recognize how we process information. Effective readers use comprehension and metacognitive strategies in conjunction to develop a deeper understanding of a content-area topic, a character’s motives, a book’s theme, and so on. Metacognitive strategies and specific text-dependent comprehension strategies go hand in hand. They support each other. Sometimes using metacognitive strategies leads us to apply specific text-dependent comprehension strategies, and sometimes using specific text-dependent comprehension strategies facilitates our use of metacognitive strategies.

Metacognitive Strategies:

- Ask questions
- Determine text importance
- Fix-up monitoring
- Make connections
- Make inferences
- Summarize & synthesize
- Visualize



Comprehension Strategies:

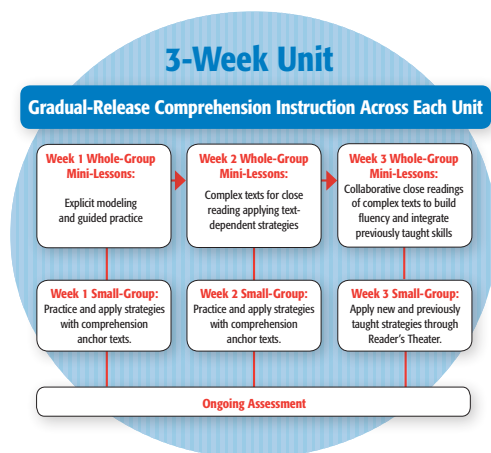
- Analyze character
- Analyze story elements
- Analyze text structure & organization
- Compare & contrast
- Distinguish & evaluate fact & opinion
- Draw conclusions
- Evaluate author’s purpose
- Identify cause & effect
- Identify main idea & supporting details
- Identify sequence of events
- Make judgments
- Make predictions
- Summarize information
- Use graphic features to interpret information
- Use text features to locate information

Benchmark Literacy Comprehension Instruction

In Benchmark Literacy, metacognitive strategies and specific text-dependent comprehension strategies are developmentally introduced, explicitly taught, and carefully spiraled from Kindergarten through Grade 6. Assessment drives instruction. Each grade level has a Comprehension Strategy Assessment handbook that includes pre-, post-, and ongoing monitoring comprehension assessments for each specific text-dependent comprehension strategy. These are the strategies students will be held accountable for on standardized reading assessments.

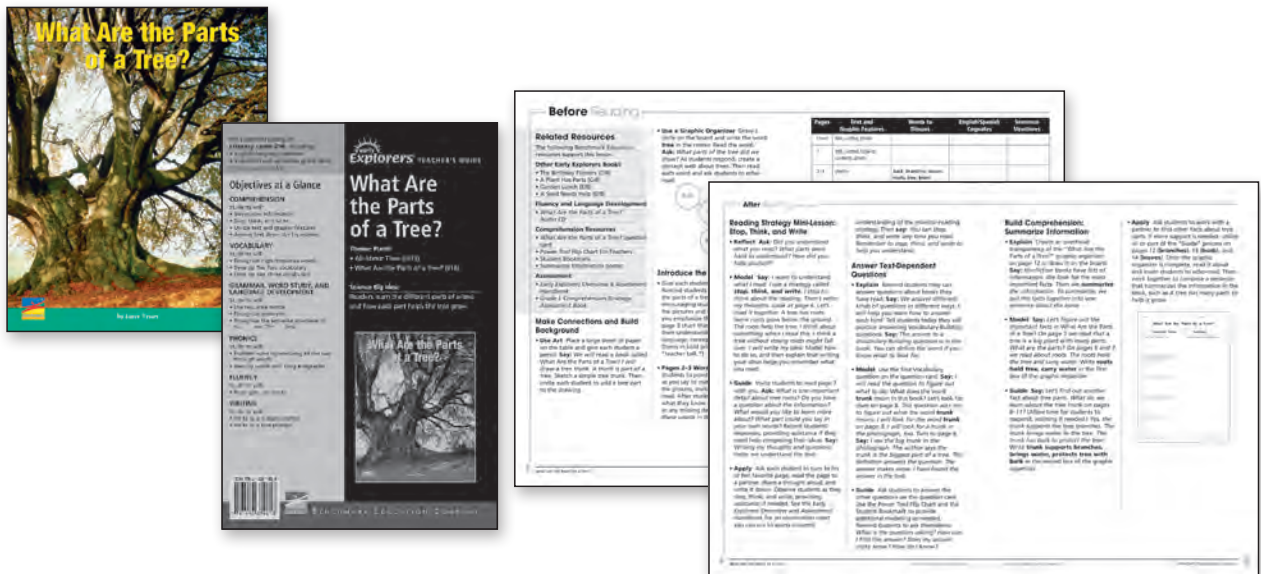
The pre-assessment, which covers all of the text-dependent comprehension strategies for each grade level, allows teachers to identify strengths and weaknesses of their students in specific areas of comprehension. This information is then used to drive instruction. After explicit instruction with a particular text-dependent comprehension strategy, the teacher can then progress-monitor an individual comprehension skill with an ongoing assessment.

A unique feature of Benchmark Literacy is the tight correlation between whole-group and small-group instruction. Each unit of whole-group instruction focuses on a specific text-dependent comprehension strategy and a metacognitive strategy. Week 1 focuses on explicit modeling and guided practice using short mentor passages on posters and interactive whiteboards. Week 2 provides an opportunity for students to practice strategies in the context of additional text models. And in Week 3, students revisit previously taught skills and strategies and integrate new strategies through Reader’s Theater rehearsal and performance.



The leveled text collection for each grade supports the same text-dependent comprehension strategies taught during shared reading mini-lessons, and provides texts at a range of levels aligned with state curriculum standards. The texts in the collection are organized by specific text-dependent comprehension strategy to help you make a seamless transition from whole- to small-group instruction. As a direct follow-up to whole-group strategy instruction, students achieve greater gains as they apply the text-dependent comprehension strategy to a text at their developmental level.

Each leveled text in the collection is accompanied by a Teacher's Guide that explicitly teaches text-dependent comprehension strategies. Comprehension instruction begins before the text is read when the teacher assesses prior knowledge and builds necessary background for the concepts and specialized vocabulary. Many texts contain a table of contents and section headings that guide the students to make predictions and to read for specific information. After reading, a comprehension mini-lesson is provided for each text. It uses visual organizers for retelling or summarizing the main points, comparing ideas, identifying the sequence of events, making inferences, identifying the main idea and supporting details, and analyzing story elements. The lesson guide also directs teachers in helping students comprehend charts, graphs, diagrams, and other expository text features. In addition, the lesson guides cover the other four essential elements of reading, as well as supports for English learners.



Metacognitive—"Good Reader" Strategies in Benchmark Literacy

Metacognitive strategies are the underlying strategies all good readers apply before, during, and after they read to actively think about a text and monitor comprehension. We know from the writings of Stephanie Harvey, Anne Goudvis, and Ellin Oliver Keene, among others, that teachers can actively engage students in thinking, talking, and writing about texts. They need to teach students to use specific strategies to think about thinking.

In Benchmark Literacy, the instruction supports teachers to model and guide practice with these strategies. Throughout each grade level, and from grade level to grade level, students review previously taught metacognitive strategies and learn that good readers do not apply them one at a time. Instead, good readers naturally draw on multiple metacognitive strategies during every reading experience.

Metacognitive Strategy	Explanation
Ask questions	<p>Readers ask questions before they read. They often pause during reading to ask questions that help them understand and stay involved in what they are reading. Good readers sometimes ask questions after they read. Readers ask the following kinds of questions:</p> <ul style="list-style-type: none"> • questions about unfamiliar words or confusing information • questions that have answers right in the text • questions that have answers that can be inferred from the text • questions that are not answered in the text and will need further research or discussion
Determine text importance	<p>Readers identify big ideas, themes, and specific information when they read. They may also evaluate the author's purpose and point of view. Readers determine text importance in the following ways:</p> <ul style="list-style-type: none"> • activate and build prior knowledge • determine what is important versus what is interesting • distinguish between what to read carefully and what to ignore • highlight important words and nonfiction text features (captions, labels, bullets, etc.) • make notes and drawings in the margin to understand and remember the text • determine author's perspective, point of view, and/or opinion
Fix-up monitoring	<p>When comprehension breaks down, readers use fix-up monitoring strategies to repair their comprehension. Some of the fix-up strategies good readers use are:</p> <ul style="list-style-type: none"> • stop and reread to clarify meaning • read ahead to clarify meaning • talk about what is confusing in the text • write about what is confusing in the text
Make connections	<p>Readers make connections when they link what they are reading to something they already know. Readers make three types of connections to texts:</p> <ul style="list-style-type: none"> • text to self: the reader makes a personal connection with the text • text to text: the reader makes a connection between the text he or she is reading and a text he or she has already read • text to world: the reader makes a connection between the text and something in the world at large
Make inferences	<p>Readers make inferences when they use clues and information in a text to figure something out that the author isn't directly telling them. Sometimes they also use their prior knowledge to help them. Readers make inferences by:</p> <ul style="list-style-type: none"> • using story clues to figure out what is happening or why it is happening • using clues about characters (their actions, words, thoughts) to figure out what they are like and what they might do next • using clues to figure out the book's themes, or "big ideas"
Summarize and synthesize	<p>Synthesizing is the opposite of analyzing. While analyzing requires readers to take text apart, synthesizing requires readers to put text together to form a new idea or perspective. Readers summarize and synthesize information in the following ways:</p> <ul style="list-style-type: none"> • summarize information by stating the big ideas • make generalizations, judgments, and opinions • distinguish between more important ideas and less important ideas • stop to collect their thoughts about a topic before, during, and after reading
Visualize	<p>Readers visualize when they form pictures in their minds to help them "see" and understand characters, settings, objects, and actions they are reading about. Readers visualize by using the following kinds of information:</p> <ul style="list-style-type: none"> • vivid verbs that describe actions • adjectives that describe size, shape, color, and other details • graphic aids that tell size, shape, length, distance, time, and other information (such as charts, maps, time lines, diagrams, etc.) • similes and metaphors that compare one thing to another • sensory language that evokes how something feels, sounds, smells, or tastes

Text-Dependent Comprehension Skills and Strategies

Good readers apply metacognitive strategies to every text, but certain texts also require readers to focus on specific text comprehension skills or strategies. In a procedural text, readers pay careful attention to the sequence of events. In a textbook chapter about the causes of the Civil War, students must be able to link causes and their effects. A mystery features embedded clues and evidence that good readers look for so that they can make inferences and draw conclusions to solve the mystery. And as they read a persuasive essay, readers must distinguish between the facts and the opinions the author has used to support his or her argument.

Benchmark Literacy Text-Dependent Comprehension Strategies	
Analyze character	Use clues and evidence in the text—character descriptions, dialogue, actions, thoughts—to make inferences about the characters in a text.
Analyze story elements	Examine the literary elements in a story—its characters, setting, and plot—to develop an appreciation and understanding of the work.
Compare & contrast	Find ways that two things are alike and different.
Distinguish & evaluate fact & opinion	Distinguish between facts and opinions in a text and use this information to make inferences, draw conclusions, and make judgments about the events, characters, and author’s purpose.
Draw conclusions	Determine what the author is suggesting without directly stating it. Conclusions are made during and after reading, and they are made from multiple (3+) pieces of information from the text. Students’ conclusions will vary but must be drawn from the evidence in the text and background knowledge.
Evaluate author’s purpose	Determine why the author wrote the passage or included specific information or text and graphic features. Authors can have more than one purpose for writing a text. These purposes may include to entertain, to inform, and to persuade. In addition, authors may have many reasons for including specific features in a text, for example, to clarify information, develop characters, and to make a reader think.
Identify cause and effect	Find things that happened (effect) and why they happened (cause). Text may contain multiple causes and effects.
Identify sequence of events	Determine order of events for stories and for topics such as history, science, or biography.
Identify stated and unstated main idea and supporting details	Determine what the paragraph, page, or chapter is mostly about. Sometimes the main idea is stated and sometimes it is implied. Students must choose details that support the main idea, not just any detail.
Make inferences	Determine what the author is suggesting without directly stating it. Inferences are usually made during reading and are made from one or two pieces of information from the text. Students’ inferences will vary but must be made from the evidence in the text and background knowledge.
Make judgments	Use facts from the text, and existing beliefs, to evaluate an author’s positions or formulate opinions about the characters or situations in a text.
Make predictions	Determine what might happen next in a story or nonfiction piece. Predictions are based on information presented in the text.
Summarize information	Take key ideas from the text and put them together to create a shorter version of the original text. Summaries should have few, if any, details.

Every text requires the application of specific text-dependent comprehension strategies and skills, and these are the text-dependent comprehension strategies and skills students must demonstrate their proficiency in when it comes to standardized reading assessments.

Comprehension instruction in Benchmark Literacy follows a research-proven model-guide-apply approach. Beginning in Kindergarten and continuing seamlessly through Grade 6, strategies spiral so that students deepen their understandings. Based on appropriate grade-level expectations, new and more challenging strategies are periodically introduced.

10 Comprehension-Focused Units per Grade

Benchmark Literacy is divided into ten units of instruction per grade. The focus of each unit is one metacognitive strategy and one text comprehension skill or strategy. The ten units for Kindergarten are shown in the chart below.

Each unit has three weeks of instruction that provide an intensive comprehension workshop that moves students from modeling to guided practice to independent application and integration of strategies. This instruction looks slightly different in Grades K–2 than in Grades 3–6.

Benchmark Literacy Kindergarten Units of Instruction		
Unit	Metacognitive Strategy	Text-Dependent Comprehension Strategies
1	Ask questions	Identify main idea & supporting details
2	Visualize	Analyze character
3	Determine text importance	Identify sequence of events
4	Summarize & synthesize	Analyze story elements
5	Make connections	Make inferences
6	Fix-up monitoring	Summarize information
7	Make inferences	Make predictions
8	Determine text importance	Compare & contrast
9	Make connections	Identify cause & effect
10	Make inferences	Draw conclusions

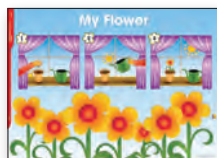
Comprehension Instruction in Every Benchmark Literacy Unit

3 Weeks Per Unit

Grades K–2

Grades 3–6

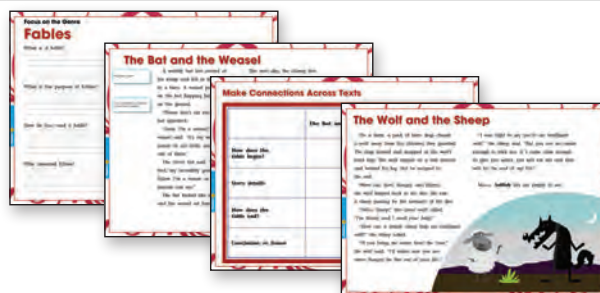
Week 1



Shared Reading Mini-Lessons: Teachers introduce, explicitly model, and guide practice of the focus strategies using the short mentor passages on the Anchor Comprehension Posters.

Differentiated Small-Group Reading: Students apply the unit strategies using strategy-focused leveled texts at a range of guided reading levels.

Week 2



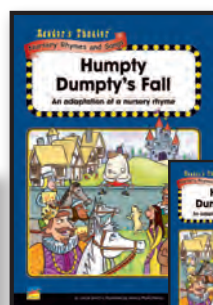
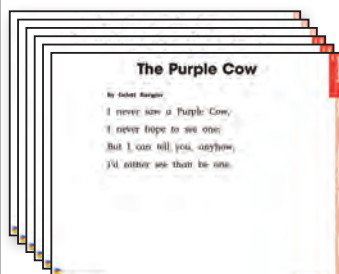
Shared Reading Mini-Lessons: Teachers guide comprehension practice in the context of a fiction or content-area nonfiction big book.

Differentiated Small-Group Reading: Students continue to apply the unit comprehension strategies using strategy-focused leveled texts at a range of guided reading levels.

Shared Reading Mini-Lessons: Teachers focus on a fiction or nonfiction genre using the graphic organizers and short mentor passages on the Genre Workshop posters. Students practice the unit comprehension strategies within the genre context.

Differentiated Small-Group Reading: Students read genre texts to expand their literary analysis skills and/or they read strategy-focused leveled texts to apply the unit comprehension strategies.

Week 3



Shared Reading Mini-Lessons: Students build specific fluency through explicit instruction using fluency poster passages. They integrate new and previously taught comprehension strategies as they analyze, rehearse, and perform a Reader's Theater script.

Differentiated Small-Group Reading: Students rehearse the Reader's Theater script and/or read leveled texts to apply the unit strategy focus or previously taught strategies and skills.

The Components of Comprehensive Literacy & Reader's Workshop

Reading Block Components

Primary and intermediate teachers have discovered the powerful effects of instruction that includes the components of comprehensive literacy and the reader's workshop model: reading aloud, shared reading mini-lessons, small-group reading, independent reading, conferencing, word study, and ongoing assessment. Benchmark Literacy supports all of these instructional settings.

Interactive Read-Aloud

Reading to students is one of the best ways to engage them with text. Children of all ages love to listen to literature, and as teachers read stories, poems, novels, and informational texts to their students, they model the joy of reading and the range of genres and text types students will encounter in their own reading.

Interactive read-alouds serve the added purpose of demonstrating to students how teachers actively think about a text as they read it. In Benchmark Literacy, teachers are encouraged to use classic and contemporary award-winning read-alouds to model the metacognitive strategies all good readers use. A grade-specific list of recommended read-aloud titles is provided for every unit of instruction in the back of this overview. Also provided are read-aloud suggestions and sample prompts for targeting specific metacognitive strategies.

"Reading aloud enables children to hear the rich language of stories and texts they cannot yet read on their own or might never have chosen to read . . . Reading aloud—in all grades—has long been viewed as a critical factor in producing successful readers as well as learners who are interested in reading."

—Regie Routman

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
1	Ask questions	The Wrath of the Zephyr	Orin Van Ashburg	Fantasy
1	Ask questions	Cartoon History	Brenda Goodman	Informational Nonfiction
1	Ask questions	Smith on a Counting Rope	John Pynchon	Realistic Fiction
1	Ask questions	Intercepted	Douglas Florian	Informational Nonfiction
1	Ask questions	Goany Over There	Sharon Rubin	Informational Fiction
1	Ask questions	Visions of Beauty: The Story of Sarah Breedlove Walker	Kathryn Laskey	Biography
2	Visualize	Something Permanent	Cynthia Rylant	Informational Fiction
2	Visualize	Mr. Williams	Karen Rabbour	Informational Fiction
2	Visualize	Charlotte's Web	E. B. White	Realistic Fiction/Animal Fantasy
2	Visualize	Goose Afloat	Pharmigan	Informational Nonfiction
2	Visualize	Mutator's Beautiful Daughters	John Stephens	Fantasy/Fables
2	Visualize	Charlotte	Janet Lewis	Informational Fiction
3	Determine text importance	Nothing But Times	Joan Van Leusen	Informational Fiction
3	Determine text importance	Elisabeth	Clayre Nigala	Informational Fiction
3	Determine text importance	Gang West	Joan Van Leusen	Informational Fiction
3	Determine text importance	Richard Wright and the Library Card	William Miller	Informational Fiction/Biography
3	Determine text importance	Seven Blind Mice	Ed Young	Animal Fantasy
3	Determine text importance	Law City: The Luckiest Man	David A. Adler	Biography
3	Summarize & synthesize	The Wizard	Keith Ben Wright	Realistic Fiction
3	Summarize & synthesize	Great Black Heroes: True Noble Heroes	Walter Hudson	Informational Nonfiction/Biography
3	Summarize & synthesize	The Woman	Tracy Johnston	Informational Fiction
3	Summarize & synthesize	Disappearance: The Life, Death, and Discovery of Dakota, a Doghouse from Hell Creek	Philip Manning	Informational Nonfiction
3	Summarize & synthesize	Conan's Journey: Gang War on the Streets	Brian Harvey	Informational Fiction
3	Summarize & synthesize	Animals Nobody Loves	Seymour Simon	Informational Nonfiction
3	Make connections	Law Po Po	Ed Young	Fairy Tales
3	Make connections	Thinking About Arts	Barbara Brenner	Informational Nonfiction
3	Make connections	Boundless Grace	Mary Ann Hoffman	Realistic Fiction
3	Make connections	Salt in His Shoes: Michael Jordan in Pursuit of a Dream	Debra and Robin Jordan	Biography
3	Make connections	Freedom Summer	Frederick Williams	Informational Fiction
3	Make connections	Sharks	Seymour Simon	Informational Nonfiction

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
4	Fix-up monitoring	My Beloved and Pillars of Stone	Roberta M. Medel	Informational Fiction/Realistic Fiction
4	Fix-up monitoring	Milton Hershey: Chocolate King, Town Builder	Chuanwen Simon	Biography
4	Fix-up monitoring	Follow the Drinking Gourd	Jeanette Williams	Informational Fiction
4	Fix-up monitoring	What Is the Animal Kingdom?	Roberta Kalman	Informational Nonfiction
4	Fix-up monitoring	Plantilla	Jordan Nolen	Fantasy
4	Fix-up monitoring	The Life Cycle of a Tree	Roberta Kalman	Informational Nonfiction
4	Make inferences	Eight Times	Roberta Shook	Realistic Fiction
4	Make inferences	Welcome to the Green House	Kim Tolson	Informational Nonfiction
4	Make inferences	Katie's Trick	Ann Turner	Informational Fiction
4	Make inferences	Levers	David Oliver	Informational Nonfiction
4	Make inferences	Sweet Clara and the Freedmen	Deborah Hopkinson	Informational Fiction
4	Make inferences	Mr. Lincoln's Whiskers	Karen Winick	Informational Nonfiction
4	Determine text importance	Calicoats	Karen Lynn Williams	Realistic Fiction
4	Determine text importance	Teamsters	Peter Golenbock	Informational Nonfiction/Biography
4	Determine text importance	Now Let Me Fly	Dorothy Johnson	Informational Fiction
4	Determine text importance	The Bluest City of Pampis	Smiley Towles	Informational Nonfiction
4	Determine text importance	Possards from Pile	Lois Leedy	Science Fiction
4	Determine text importance	Yonkers: Return to Action	Stephen Kramer	Informational Nonfiction
4	Make connections	A Lincoln and Me	Lois Leedy	Realistic Fiction
4	Make connections	Lincoln's Dream	Ann Gable	Informational Nonfiction
4	Make connections	His Sleeps Over	Bernard Weber	Realistic Fiction
4	Make connections	4 I Gaily Had a Home: Young Louis Armstrong	Joanne Craig	Informational Fiction
4	Make connections	Horn English	Ellen Levine	Realistic Fiction
4	Make connections	Tommy and the Library Lady	Pat Miao	Informational Fiction/Biography
4	Make connections	Star of Hope, Star of Hope	Jo Woodland	Informational Fiction
4	Make connections	Animals Eat the Wheat: The Story of a Farm	Diane Swanson	Informational Nonfiction
4	Make connections	A Place in October	Teri Harding	Realistic Fiction
4	Make connections	Not with Milk	Allen Say	Informational Nonfiction/Biography
4	Make connections	The Whispering Cloth	Prop Dita Shu	Realistic Fiction
4	Make connections	Children of the Color Rush	Clare Murphy	Informational Fiction

*All titles are based on the recommended read-aloud list of Linda Ward Beech, Ph.D., and the Benchmark Literacy team.

Multi-genre trade literature recommendations provided

Shared Reading

“One of the major goals of shared reading is to help children develop a range of effective strategies for reading and understanding text. A great deal of teaching and learning happens every time active learners meet with a responsive teacher to read and reread shared books and to engage in discussion and analysis of texts.”

—Brenda Parkes

Shared reading is a collaborative experience that allows all students in a classroom to engage in the reading process, regardless of their reading levels or reading abilities. As the teacher and students read together, challenging texts become accessible, and students build experience with the written word and strengthen their problem-solving abilities. While all of this is occurring, the teacher cheerfully models the practices and thought processes of a good reader, and provides in-depth strategy instruction as well.

In Grades K–2, shared reading typically uses oversized big books and posters with enlarged print and illustrations that every student can see and enjoy, even when sitting toward the back of the room. Shared reading texts are specifically designed to consider the needs of children at the Emergent and Early stages of reading development. The stories feature rhythm, rhyme, and rich language that students will want to read again and again. Shared reading can also include poetry, songs, and expository texts. Vivid illustrations and large, appealing photographs keep the students’ attention.

During a typical shared reading, the teacher reads the text out loud, pointing a finger or sweeping a hand under the words, inviting the students to follow along. Some children may participate only at the listening level, while others read along. Reading in unison gives the students confidence: They are supported by their peers rather than being isolated and worried about making a mistake.



Benchmark Literacy Big Books include classics by Brenda Parkes.

Along the way, teachers stop to think aloud about the strategies that help a reader better understand the text, artfully crafting the lesson to provide the necessary structure for a successful experience.

They then reread the text over a period of days or even weeks to model additional reading and thinking strategies, always with a specific focus in mind. But don't worry—no one will tire of the book. In fact, students will likely clamor for teachers to "Read it again!" as they come to consider the story a familiar and trusted friend.

Even students in the earliest phases of a reading program can take pleasure in rich, authentic, compelling literature that their word-identification skills would not otherwise allow them to access.

In addition:

- Students are able to see firsthand what quality writing looks and sounds like.
- Students develop basic reading concepts and learn how print works.
- Students learn to recognize letters, words, and language patterns as they interact with the text.
- Teachers have multiple opportunities to model fluent reading and problem-solving strategies.

Shared reading gives students the opportunity to work with a text in a nonthreatening way while developing a strong foundation for small-group and independent reading. The voluntary nature of shared reading invites students to take greater risks while scaffolded by their peers and the teacher's thinking and modeling. Shared reading also supports learners through different modalities, such as big books, small books, and whiteboard displays.

Gradual Release of Responsibility

Benchmark Literacy recognizes that each student develops on an individual time line. When well planned and executed, shared reading is a developmentally appropriate way to differentiate instruction in a whole-group setting. As teachers gradually release responsibility, students begin to see themselves as co-readers. Drawn in by the text's content, students take on more and more active roles in the reading process.

When teachers reflect on their students as learners, teachers must think about the progression that all effective, active learning follows. You see something done, you have a chance to try it on your own with support, and then you are ready to try it by yourself. The process is how we learn to ride a bicycle—beginning with training wheels. The same model applies to learning how to cook or walk!

"We are likely to teach a strategy by modeling the strategy for the class; guiding students in its practice in large groups, small groups, and in pairs; and providing large blocks of time for students to read independently and practice using and applying strategies. This is what Pearson and Gallagher call the Gradual Release of Responsibility framework for instruction."

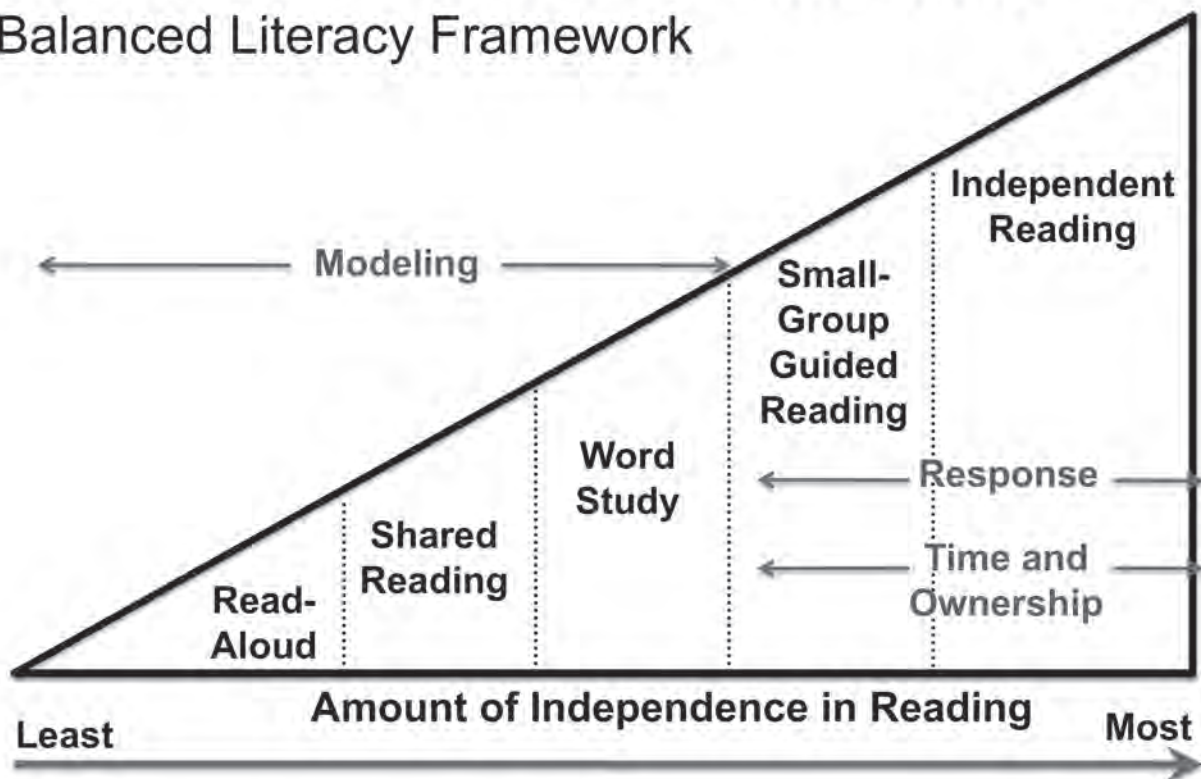
—Harvey and Goudvis

As students leave the comfort zone of shared reading, they are challenged in small-group settings, where they have even more responsibility for reading and applying what they have learned. While working in their instructional zone, they continue to receive strategy support from you on an as-needed basis.

The greatest amount of responsibility comes when students are reading independently. As a teacher, you have had the opportunity to hold their hands while showing them what to do, and now you expect them to stretch their wings and transfer their learning. All of the quality instruction you have provided is tested in the realm of independent reading.

Priorities for Effective Instruction

Balanced Literacy Framework



Shared Reading Mini-Lessons for Grades K–2 and 3–6

Within the Benchmark Literacy shared reading lessons for Grades K–2, teachers use high-interest, classic fiction big books, informational nonfiction big books based on curriculum standards, Reader’s Theater scripts, and short mentor passages on posters to model and guide practice with a range of skills and strategies. In Grades 3–6, teachers use carefully written mentor passages on posters to model and guide practice.

Anchor Comprehension Posters for Grades K–6 provide a context for explicit text-dependent comprehension strategy instruction. This explicit whole-group instruction is then reinforced during small-group reading with exemplary comprehension-focused leveled texts provided within each grade-level text collection.

Shared Reading Mini-Lesson Focus	
Grades K–2	Grades 3–6
<ul style="list-style-type: none">• Comprehension• Concepts about print• Nonfiction text and graphic features• Text structure and organization• Vocabulary development• Fluency• Shared writing	<ul style="list-style-type: none">• Comprehension• Genre study/literary analysis• Text and graphic features• Text structure and organization• Vocabulary• Fluency• Shared writing



Poster 1: Introduce the strategies.



Poster 2: Model the strategies.

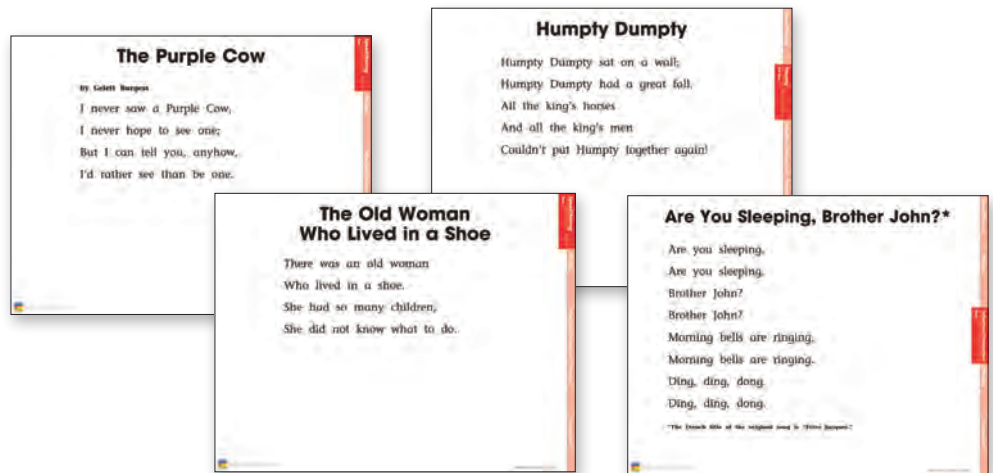


Poster 3: Guide practice with the strategies.



Poster 4: Apply the strategies independently.

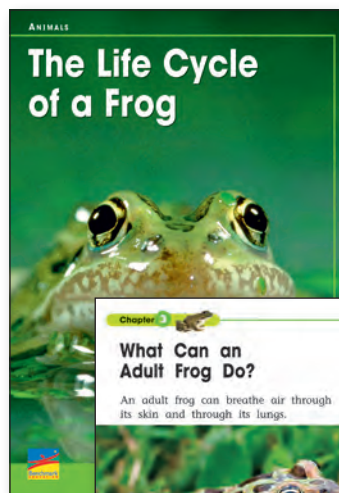
Fluency Posters for Grades K–6 target specific expressive reading skills that support comprehension.



Reader's Theater Big Books or Lap Books for Grades K–1 help teachers model concepts about print, early reading strategies, and fluency skills to scaffold young students toward small-group rehearsal and performances.



Fiction and Nonfiction Big Books for Grades K–2 allow students to apply reading strategies in the context of engaging literary experiences.

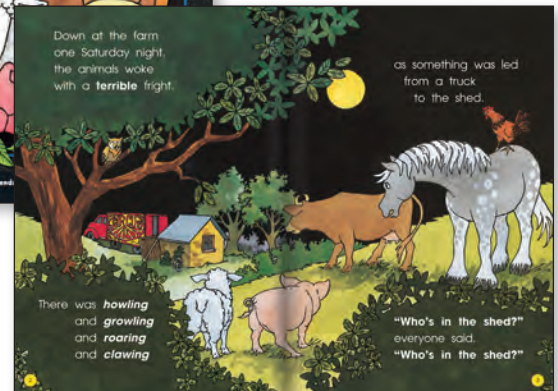


Introduce nonfiction text structures and text features.

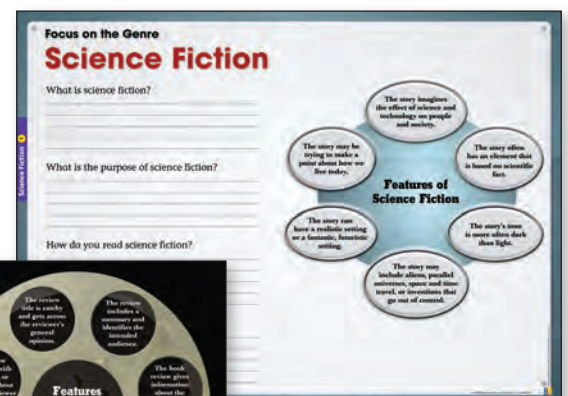
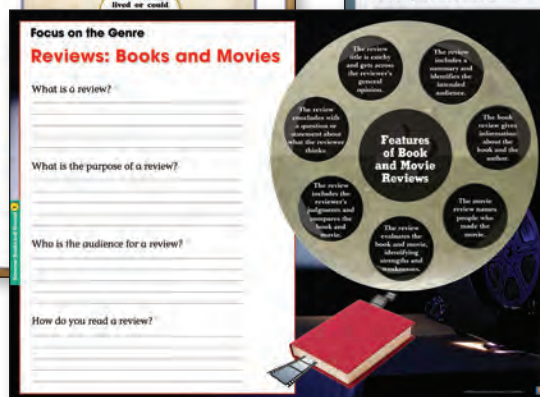
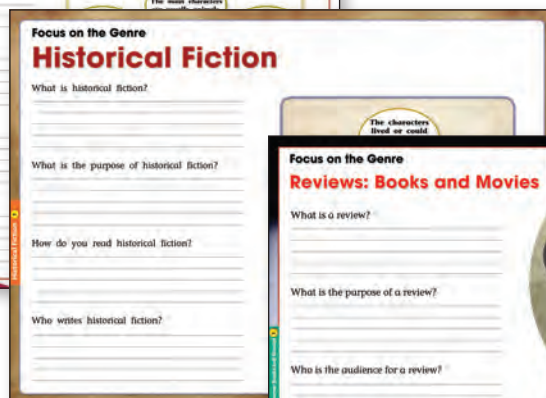
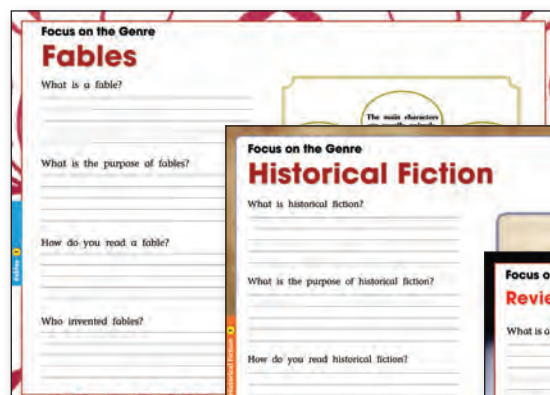
Build academic content vocabulary.



Use rhyme, rhythm, and repetition to build early reading strategies.



Genre Workshop Posters for Grades 3–6 introduce the features of key genres found in English language arts standards, and provide mentor texts for students to analyze. These whole-group mini-lessons prepare students to read the Readers' & Writers' Genre Workshop titles provided in the small-group leveled text collections for each grade.



“Guided reading plays a particular and very important role in reading workshop. Its purpose is to help readers develop systems of strategic actions for processing increasingly challenging texts.”

—Fountas and Pinnell

Small-Group Guided Reading Instruction

Small-group reading is an assisted literacy experience in which the teacher supports and guides students with texts on their instructional level before, during, and after reading. Each group consists of two to six students. The flexible setting allows the teacher to promote oral language development (particularly for ELs), match students’ reading abilities to appropriate materials, observe reading behaviors, and model and prompt for specific strategies that will improve students’ word-solving, comprehension, and fluency.

While observing and documenting each student’s current strategies, the teacher will eventually find groups in which some students are developing at a faster or slower rate than the others, even though all started with similar strengths and needs. When this happens, the teacher should move the students to other groups based on evidence of their literacy learning. This type of dynamic, flexible grouping allows the teacher to individualize instruction rather than having static groups of learners follow the same prescribed paths.

Each grade level in Benchmark Literacy has a leveled text collection that supports differentiated reading instruction for students at a range of guided reading levels. Each grade-specific collection includes both fiction and nonfiction titles specifically chosen to address the text-dependent comprehension strategies students have learned and practiced during whole-group shared reading mini-lessons. To support seamless whole-to-small group strategy instruction, these texts for Grades K–6 span a range of guided reading levels from A/1 to X/60.



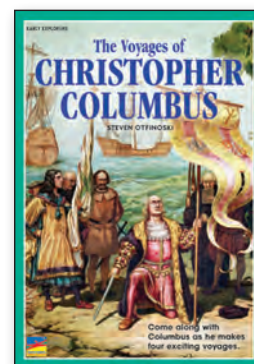
Benchmark Literacy leveled text titles are organized by unit comprehension strategy for seamless whole-to-small group strategy instruction.

Benchmark Literacy Leveled Texts by Grade

The individual Teacher's Guide for each leveled text clearly defines the small-group reading sequence and offers examples, think-alouds, modeling, questions, and blackline masters to support the teacher every step of the way. In addition, each title is supported with Comprehension Question Card, which has formal and informal assessment materials that offer the resources needed for high-quality instruction.

The leveled texts for small-group guided reading contain many literacy and language supports for students reading at levels A/1 to X/60. Nonfiction text features are also carefully scaffolded across levels to support readers as they acquire understanding of the genre. Nonfiction text structures are also found throughout the book and in lessons to support comprehension.

Leveled Text Reading Levels by Grade									
Number Level	Letter Level	K	1	2	3	4	5	6	TOTAL
1	A	20							20
2	B	10							10
3	C	10	10						20
4	C	10	10						20
5	D	10	10						20
6	D	10	10						20
7	E		10						10
8	E		10						10
9	F		10						10
10	F		10						10
11	G		10						10
12	G		10						10
13	H		10	10					20
14	H		10	10					20
15	I		10	10					20
16	I		10	10					20
18	J		10	10	5	5			30
20	K			10	5	5			20
24	L			10					10
28	M			10	10				20
30	N			10	14		4		28
34	O				13	10	2		25
38	P				13	10			23
40	Q				10	14	3	4	31
40	R				10	16	12	2	40
44	S					10	12	3	25
44	T						14	11	25
50	U						13	10	23
60	V						10	13	23
60	W						10	13	23
60	X							24	24
		70	150	90	80	70	80	80	620



Each title has an explicit Teacher's Guide and a Comprehension Question Card.

Benchmark Literacy Leveled Texts follow the leveling system recommended by Fountas & Pinnell, DRA, Reading Recovery, and Lexile. All of the Benchmark Literacy leveled texts are precisely leveled and carefully written to include the various supportive features for each level of reading development. See the Appendix for the Benchmark Literacy Leveled Text Conversion Guide reference chart.

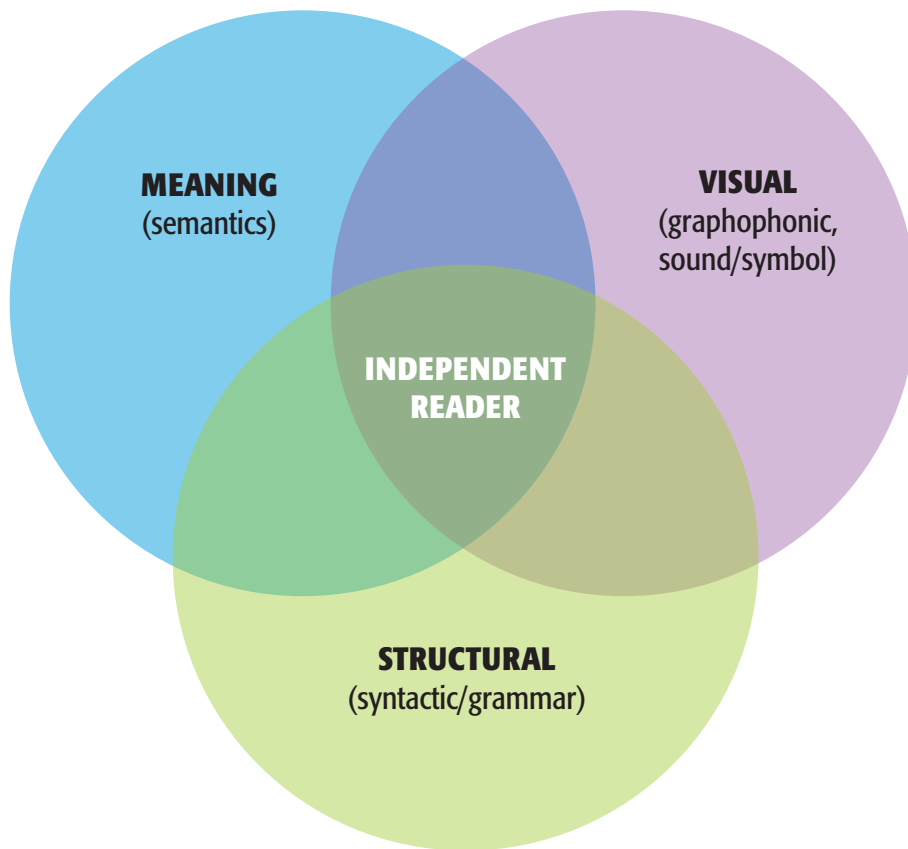
When using leveled texts, teachers group students based on similar needs. When using the Reader's Theater scripts, however, teachers can group students heterogeneously.

During small-group reading, the emphasis is on practicing and extending a variety of competencies. These include:

- learning the academic content vocabulary integral to understanding the topic at hand
- making connections between the text and prior knowledge and experiences
- monitoring comprehension and using appropriate fix-up strategies, such as asking questions, visualizing, and rereading
- using text features, such as the table of contents, headings, glossary, index, bullets, sidebars, and captions, to locate information
- interpreting graphic features, such as diagrams, tables, charts, maps, and graphs
- using text-dependent comprehension strategies, such as comparing and contrasting, drawing conclusions, and evaluating author's purpose
- decoding a wide array of visual patterns and word parts
- noting the author's grammar and usage and understanding how they contribute to the reader's understanding
- summarizing the key concepts in the text
- answering text-dependent questions about the text
- practicing techniques that improve reading fluency

The Cueing System

In order for learners to reach high levels of literacy development, teachers must also be knowledgeable about the reading process. They must be able to identify the strengths of their students and use this information to design appropriate literacy experiences that promote problem solving. The main goal of reading instruction is to create proficient readers who have a repertoire of strategies for independent reading. An important characteristic of a good reader is that he or she integrates the cueing system while reading fluently and expressively, focusing primarily on meaning.



Cues are simply sources of information. A reader constantly builds and integrates these networks of information and uses them to check and confirm his or her responses to a text. The three sources of text information, or cues, are:

- 1. Meaning Cues:** These relate to the author's intended message and purpose. They also involve the reader's background knowledge and identification of particular concepts found in the text. The pictures help the reader gain access to the meaning of the text as well.
- 2. Structural Cues:** These are derived from the reader's oral language and exposure to book talk. Good readers monitor their grammatical substitutions by asking, "Does it sound right this way?"
- 3. Visual Cues:** Graphophonics relates to the letters, words, and sounds that are incorporated in a text. These elements of the text require the reader to access the visual information in order to read the text.

In addition to grade-specific leveled texts, Benchmark Literacy includes multi-leveled Reader's Theater scripts for small-group instruction. While guided reading lessons encourage the flexible grouping of students with similar needs and reading levels, multi-leveled Reader's Theater scripts support a mixed-ability small group, with each student reading at his particular reading level along with peers who may be reading above, below, or on the same level.

Independent Reading

"The single activity that consistently correlates with high levels of performance on standardized tests of reading ability is frequent, voluminous reading."

—Nancie Atwell

In independent reading, the final stage of comprehensive literacy, students take responsibility for their reading. As the continuum of reading instruction flows from teacher read-alouds to shared reading to guided reading, students learn and practice good reading strategies with varying amounts of responsibility. In the early stages of comprehensive literacy, student responsibility was interposed with teacher responsibility. In the independent reading stage, students are required to self-select and to read materials at their own "just right" levels. They demonstrate capability in navigating texts and practice what they have learned about comprehending text. By self-selecting texts, students take control of what they read and thereby become confident, motivated, and enthusiastic about reading. During independent reading, students keep reading logs and reading response journals. The teacher is required to review these logs and journals and to conference with individual students to monitor their progress.

In Benchmark Literacy, independent reading is encouraged through the use of classroom libraries. Independent reading time can occur regularly during independent workstation rotations in the small-group reading block. The Small-Group Reading Instructional Planners for each unit (in the Teacher's Resource System) show teachers exactly how to incorporate this independent reading time into their daily schedule. In addition, optional leveled Fluency Kits for Independent Practice are available for teachers who would like to focus on partner reading for fluency development during independent reading time.



Students are encouraged to self-select classroom library titles at their independent reading levels.

Conferencing

Time is built into each day's literacy block for one-on-one teacher-student conferencing to occur. The Benchmark Literacy Toolkits for Grades K–2 and 3–6 provide a Conference Note-Taking Form to help guide conferences. Teachers are encouraged to use the conference time for the following purposes:

- reinforce strategies
- discuss reading and writing habits and interests
- monitor students' transfer of strategies to independent reading
- administer ongoing assessment
- guide student selection of “just-right” books for independent reading
- revisit text level placement
- plan and monitor inquiry and research projects

“Conferring with young readers first involves research in order to learn where the child is as a reader and understand the child’s intention, then deciding what we should teach, and then teaching in a way that can influence what the child does on another day with another book.”

—Lucy Calkins

The image shows a form titled "Individual Reading Conference Student". It is divided into four main sections: Part One: Independent Reading Recap, Part Two: Reading Strategy Connections, Part Three: Oral Reading Record, and Part Four: Action Planning. Each section contains specific questions for the student to answer and lines for the teacher to write. The form is designed to be used during a one-on-one conference between a teacher and a student.

Phonics & Word Study

Phonological awareness is the ability to hear and orally manipulate sounds in spoken language. It includes the recognition of words within sentences, the ability to hear rhyming units within words, the ability to hear syllables within words, and the ability to hear and manipulate phonemes, or individual sounds, within words, which is known as phonemic awareness. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.

Phonics instruction focuses on teaching students the relationships between the sounds of the letters and the written symbols. In phonics instruction, students are taught to use these relationships to read and write words. Phonics instruction assumes that these sound/symbol relationships are systematic and predictable and that knowing these relationships will help students read words that are new to them.

Intermediate-level word study instruction builds seamlessly on the K–2 instruction, providing the word analysis skills students need to comprehend challenging texts.

Benchmark Literacy StartUp, BuildUp, and SpiralUp Phonics for Grades K–2 and Word Study & Vocabulary Kits for Grades 3–6 reflect the most current research on how to teach phonemic awareness, phonics, and word study effectively.

“The most effective instruction in phonics, spelling, and vocabulary links word study to the texts being read, provides a systematic scope and sequence of word level skills, and provides multiple opportunities for hands-on practice and application.”

—Donald Bear

Each unit provides 20 to 30 minutes of daily instruction for a 5-day cycle per targeted skill area. Lessons build sequentially and include an ongoing spiral review of previously taught skills. Opportunities to engage in active, hands-on, multi-modal activities connect explicitly taught skills in the context of reading, writing, and spelling. Screening and placement assessments, pre-/post-assessments, ongoing progress monitoring, and unit-specific assessments accompany each grade-level set.

Grade	Resource	Skills
Kindergarten	StartUp Phonics	Phonological awareness Phonemic awareness Letter discrimination Letter identification Consonants and short vowel sound/symbol relationships
Grade 1	BuildUp Phonics	Phonemic awareness Initial and final blends and clusters Long vowels Digraphs Variant vowels Diphthongs Soft and silent letters
Grade 2	SpiralUp Phonics	Advanced phonetic elements Syllable patterns with multisyllabic words Word study instruction
Grade 3	Word Study & Vocabulary, Kit 1 Start	Compound words Open and closed syllable patterns Complex consonants Word study investigations: anagrams
Grade 4	Word Study & Vocabulary, Kit 2 Build	Accented and unaccented syllables Syllable juncture patterns Word study investigations: homophones and homographs
Grade 5	Word Study & Vocabulary, Kit 3 Spiral	Commonly found prefixes and suffixes Vowel and consonant changes Commonly found Greek and Latin elements Word study investigations: acronyms and abbreviations
Grade 6	Word Study & Vocabulary, Kit 4 Extend	Challenging prefixes and suffixes Challenging Greek and Latin elements Word study investigations: eponyms, portmanteau words



Using Assessment to Drive Instruction in Benchmark Literacy

The most effective reading instruction is driven by assessment. Benchmark Literacy includes a wide variety of pre-, post-, and ongoing assessment tools to link assessment with instructional decision making. Assessments that target a variety of reading levels and that relate to the specific targeted instructional focus skills and strategies provide opportunities for authentic assessment and progress monitoring. The following formal and informal assessment components are provided.

Formal Assessment Components

Grade-Specific Comprehension Strategy Assessment Handbooks provide pre- and post-assessments for all program strategies. The item analysis form at the back of each handbook allows teachers to analyze student proficiency in specific types of text-dependent comprehension strategies. Each handbook also includes two progress-monitoring assessments per strategy so teachers can monitor students' ongoing progress.

"The primary purpose of formative assessment is to improve learning, not merely audit it. It is assessment for learning rather than assessment of learning. Formative assessment is both an instructional tool that teachers and their students use while learning is occurring and an accountability tool to determine if learning has occurred. In other words, to be formative, assessments must inform the decisions that teachers and their students make minute by minute in the classroom."

—Moss and Brookhart



Comprehension Strategy Assessments for Grades K–6

The Benchmark Literacy Phonics Overview and Assessment Handbook provides task-specific one-on-one assessments to evaluate K–2 students’ phonological and phonics development. Screeners may be administered at the beginning of the year for planning instruction and at the end of the year for documenting growth.



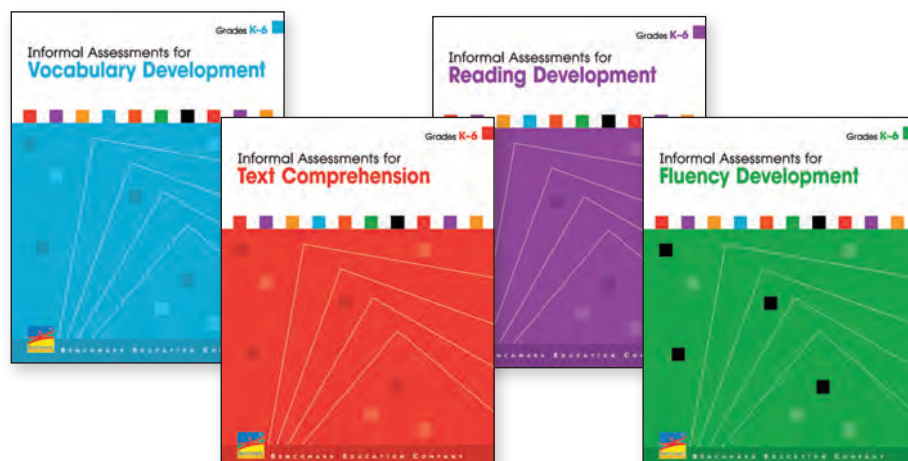
**Pre- and Post-Assessments
for Grades K–2**

**Initial screening and placement and
pre-/post-assessments for Grades 3–6**

The Word Study & Vocabulary Overview and Assessment Handbooks provide task-specific group assessments that enable teachers to identify students’ strengths and weaknesses.

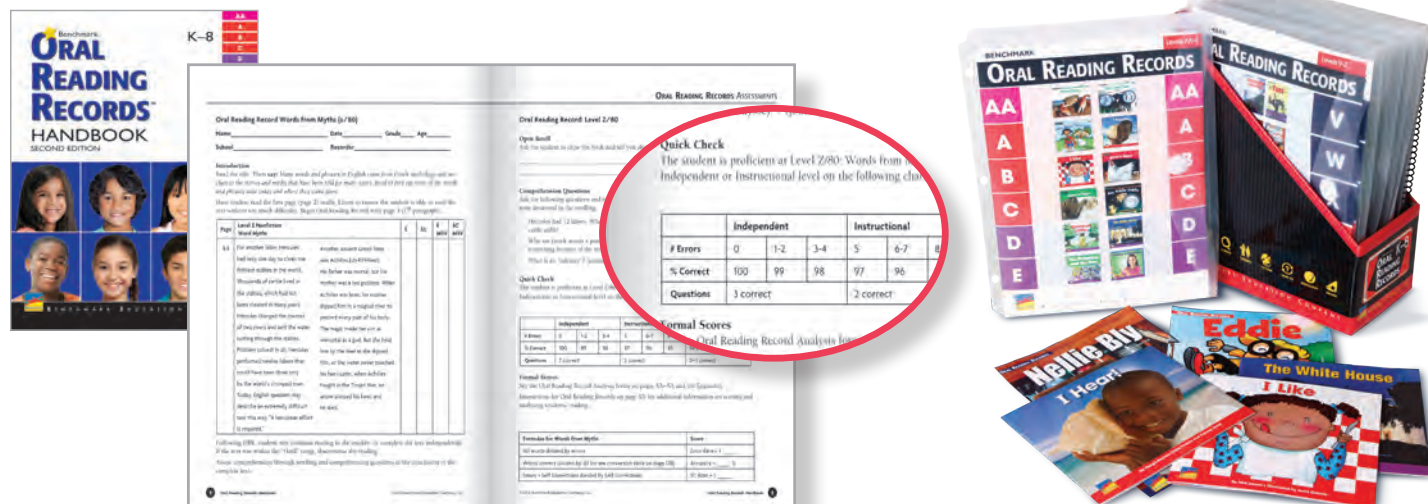
Informal Assessment Components

Informal Assessment Handbooks for comprehension, fluency, vocabulary, and reading development provide teacher observation checklists, forms, and rubrics for ongoing assessment. These forms can be used to record observations of student performance during whole- and small-group instruction. Developmentally appropriate student self-assessment checklists are also provided.



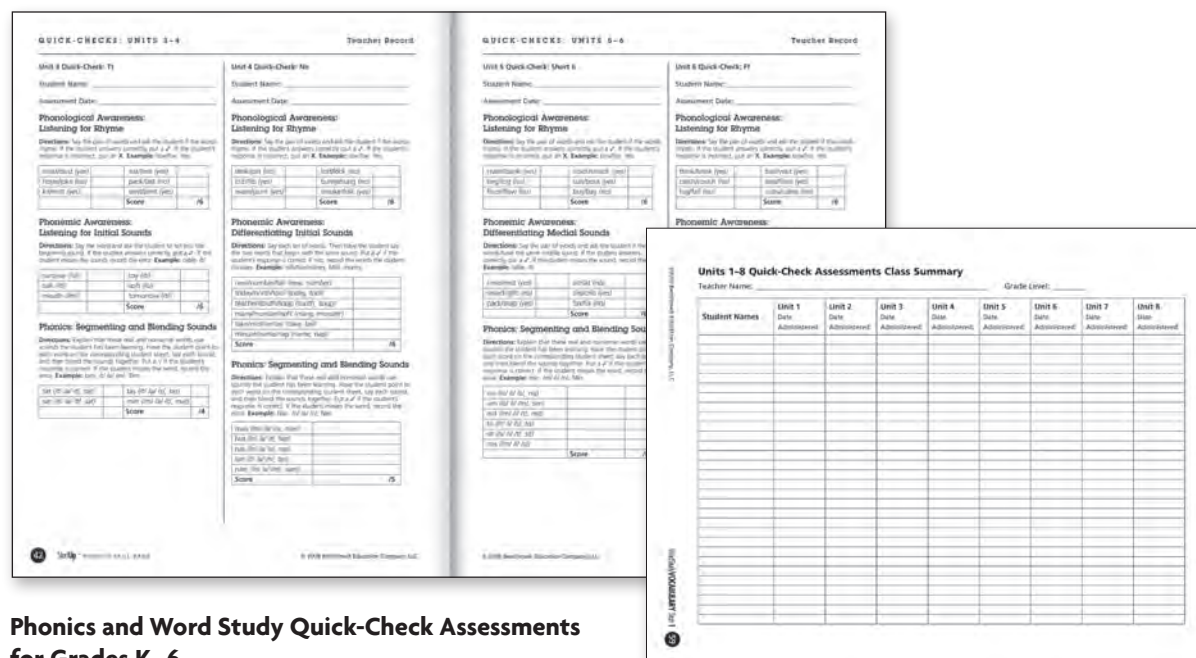
Benchmark Literacy Informal Assessment Handbooks for Grades K–2 and 3–6

The Benchmark Literacy Oral Reading Records Kit (an optional component of the program) provides teachers with 2 unseen assessment texts per level (one fiction and one nonfiction) for levels A–Z. The teacher's handbook with this kit includes oral reading record forms for every assessment text and instructions on how to administer, score, and interpret the results of oral reading records.



Oral Reading Records for Grades K–6

A phonics and word study quick-check assessment is provided for every week of instruction in Benchmark Literacy. These assessments can be administered in a whole-group setting and allow teachers to identify those students who have mastered the skill and those who need more support.



Phonics and Word Study Quick-Check Assessments for Grades K–6

Close Reading

Close reading is the careful and purposeful reading and rereading of a text to develop deep understanding of the text. Readers focus on the text to understand what the author is saying, what the author's purpose is, what the words mean, and what the text structure tells them.

Benchmark Literacy supports students in their deep thinking through close reading. Close reading is taught during whole group mini-lessons through teacher modeling of short texts. First, students read the text to see what it says, and then, students are guided to reread the text to see what it means. Teachers guide students to do close reading using the Texts for Close Reading student book, a book of short and extended reads. Text-dependent questions are used to guide students to read closely and to gather evidence from the text to use in their answers. These aren't simply recall questions—just the facts of the text—but rather questions that allow students to think about the text, the author's purpose, the structure, and the meaning of the text.

The Texts for Close Reading student book includes the texts used for all three weeks of each Benchmark Literacy unit. In grades K–2 these include: strategy posters 2, 3, and 4 from week 1; the fiction or non-fiction big book from week 2; and the fluency poster from week 3.

In grades 3–6 these include strategy posters 2, 3, and 4 from week 1; genre posters 2 and 3 plus an extended read from week 2; and the fluency poster and Reader's Theater excerpts from week 3.

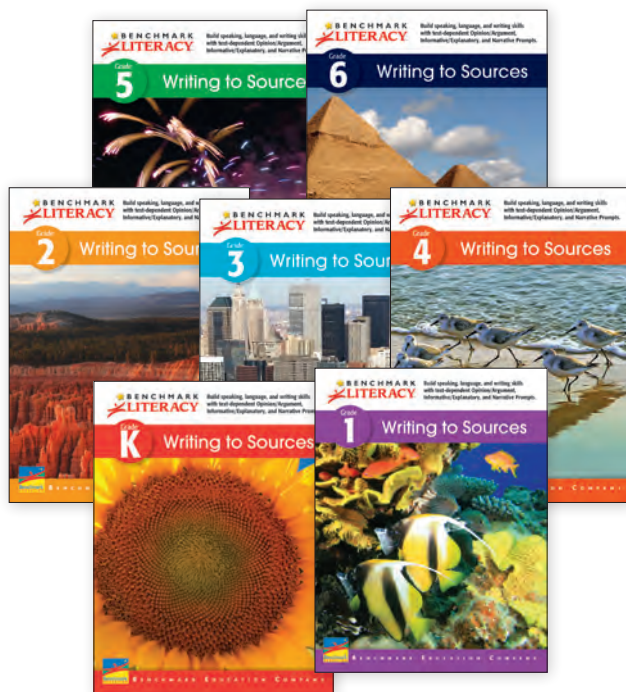


Using *Writing to Sources*

Current State and Common Core Standards emphasize the importance of rigorous, text-dependent oral and written responses. They require that students engage with texts directly and deeply to draw on textual evidence and to support valid inferences from the text.

In order for students to be college- and career-ready writers, they must learn to assert and defend claims; explain what they know about a particular subject; and convey what they have experienced, imagined, thought, and felt. *Writing to Sources* provides frequent opportunities for students to practice writing in a wide range of genres and provides authentic practice for standardized writing assessments.

Each prompt in *Writing to Sources* is tied directly to the texts students read in each week of Benchmark Literacy. The prompts require that students engage directly with the texts in order to successfully complete the task. You may have students complete the writing tasks at independent workstations during the small-group reading block, or as homework assignments.



Benchmark Writer's Workshop

Benchmark Writer's Workshop was designed with the belief that all students can become better writers with explicit, gradual-release instruction that is developmentally appropriate for them. A complete bibliography of the research underlying *Benchmark Writer's Workshop* is provided in the backmatter of this Teacher's Resource System.

Beliefs about Writing Instruction	Support within Benchmark Writer's Workshop
Teachers should be writers, mentors, and guides, supporting students' writing development in a risk-free atmosphere of collaboration.	Mini-lessons feature carefully constructed think-alouds that support teachers in establishing a mentor relationship in which they share their own writing experiences.
Teachers build on students' strengths by modeling and gradually releasing the writing process to students.	Every mini-lesson follows a focus-rehearse (model-guide) approach that scaffolds students into the independent writing time.
Every student can become a better writer if teachers provide instruction within their zone of proximal development.	Every mini-lesson includes strategies to adapt instruction to meet the needs of struggling writers and English learners. In addition, Responsive Conferencing Prompts to Support and Scaffold Writers help teachers provide individualized feedback based on students' needs.
Student choice plays a motivational role in the quality of writing that a student produces. The love of writing helps students become better writers, and better writers usually become better readers and more successful test-takers.	In every genre unit of study, students' own curiosities, interests, and memories feed the brainstorming process. Developing writers are encouraged to write about topics that are meaningful and motivating to them.
The writer's workshop model provides the supportive gradual-release context for students to learn the processes, craft, and conventions of writing.	Lessons focus not only on the process of writing, but also on genre awareness, author's craft, grammar, conventions, and research.
Listening, speaking, and reading are reciprocal processes that support students' writing development.	Every mini-lesson incorporates the four domains of listening, speaking, reading, and writing.

The chart below summarizes the genres for each grade level in *Benchmark Writer's Workshop*. You will note that at every grade level, students focus on narrative, informational, and persuasive writing.

Genre	Text Type	K	1	2	3	4	5	6
Journal	Narrative	•	•					
Personal Narrative			•	•	•	•		
Realistic Fiction				•	•			
Historical Fiction							•	•
Memoir							•	•
Science Fiction						•		
Informational Report	Informational	•	•	•	•	•	•	
Procedural				•	•	•		
Biography							•	•
Research Report								•
Book Review	Opinion/Argument	•	•			•		
Persuasive Essay								•
Persuasive Letter				•	•		•	

Explicit Mini-Lessons



Teacher's Resource Systems

(1 per grade) provide explicit model/guide mini-lessons.

Mentor Read-Alouds



Mentor Read-Aloud texts

provide effective models and support for ongoing writing instruction.

Multicultural Awareness and Diversity in Benchmark Literacy

"Students who identify with the texts they read are more thoughtfully engaged."

—Chinn, Anderson, and Waggoner

Multicultural Awareness & Diversity

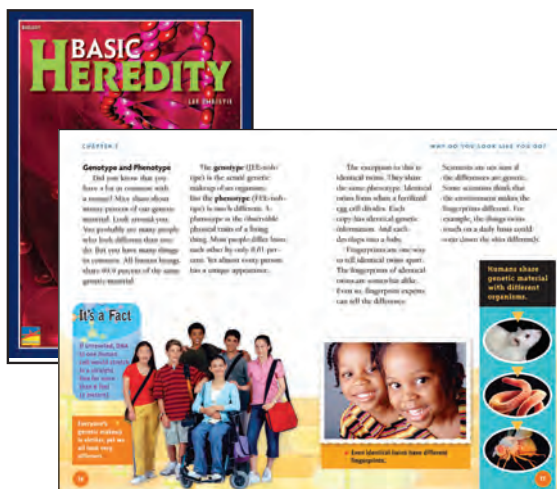
Benchmark Literacy is committed to supporting multicultural awareness and sensitivity to the diversity represented in our nation's classrooms. This commitment can be found through the careful selection of images for texts, inclusion of background information and support for teachers, and the carefully written, considerate texts that spotlight all cultural and gender groups in positive contexts. The following examples spotlight the various ways multicultural awareness and diversity are handled throughout the Benchmark Literacy program and texts.

Accurate & Non-Stereotypical Representation

Contemporary, urban settings with characters from different cultural heritages, ages, genders and socioeconomic levels are found in many texts.



Children of color are shown in suburban, middle-, and upper-class neighborhoods.



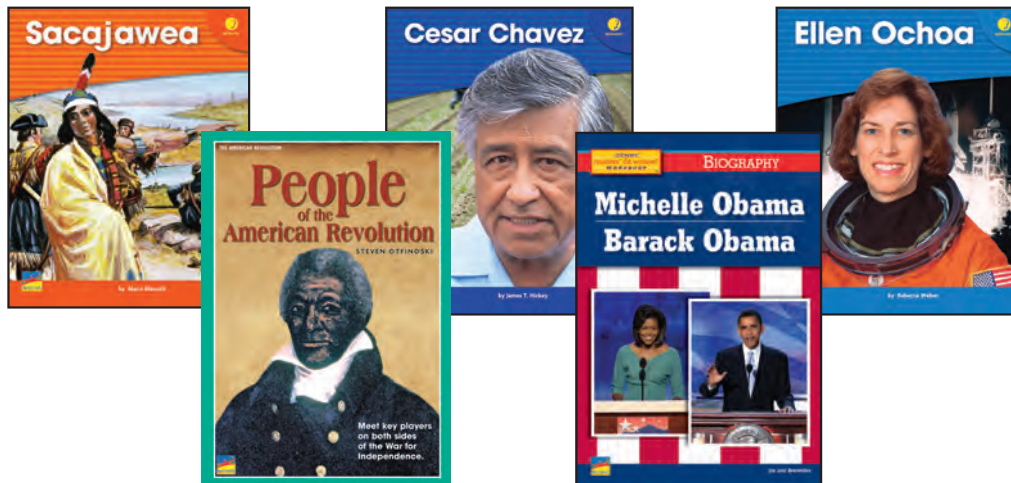
Inclusion of students with physical disabilities is evident throughout many texts.



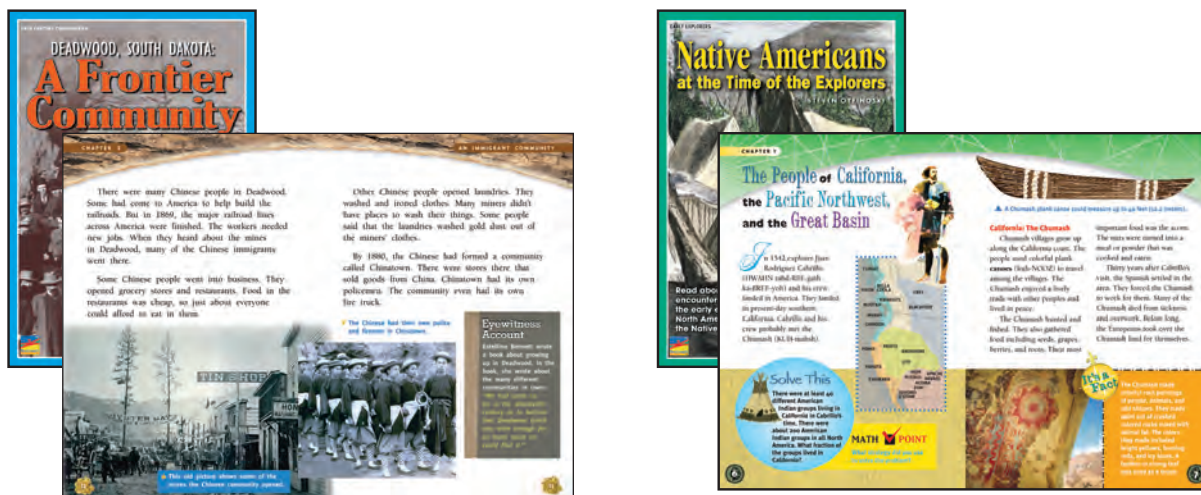
Men, women, and children of different races, ethnicities, and abilities are represented in a variety of roles and careers.

Represent the American Experience as Multicultural

Biographies and representations of women and men celebrate notable people from a wide variety of cultures and ethnicities whose roles in history and world events often have broken stereotypical boundaries.



History and social studies books cover a wide variety of state and national standards while making sure to represent men and women of many cultures, ethnicities, and lifestyles.



This book about a “Wild West” community describes the many cultures that made this community possible, including the Chinese American immigrant population.

This text gives clear voice to the Native American experience during the time of the explorers. The text explains how their lives were dramatically altered when they discovered explorers on their shores.

–Kaser and Short

Sometimes it is not what you say, but what you don't say. One of the strengths of the Benchmark Literacy books is the inclusion of images of children, women, and men from a variety of cultures and ethnicities all doing all types of jobs and often breaking stereotypical boundaries.

Our Families




by Henry Adams

My name is Ann. This is my family. My grandma and grandpa live with my mom, dad, brother, sister, and me.



I am happy that I see my grandma and grandpa every day.





The Earth Day Garden

by Sandra Boynton

BRANDON: We could turn this project into a gift for Sara, the neighborhood, and Earth!

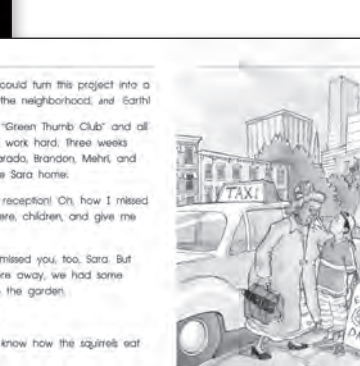
Narrator: The "Green Thumb Club" and all the neighbors work hard. Three weeks later, Mr. Alvarado, Brandon, Mehl, and Willie welcome Sara home.

Sara: What a reception! Oh, how I missed you. Come here, children, and give me a hug.

Brandon: We missed you, too, Sara. But when you were away, we had some problems with the garden.

Sara: Oh, no!

Brandon: You know how the squirrels eat the seeds...



The Earth Day Garden

[illegible]

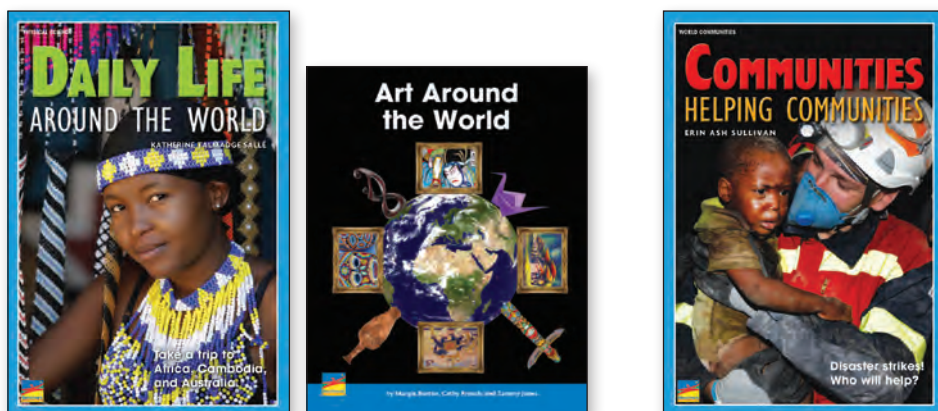
Literary Contributions from Many Cultures

Contemporary fiction and nonfiction titles represent a wide variety of cultures and ethnicities. In addition, multicultural traditional literature examples such as folktales, tall tales, fables, myths, and legends are included. Traditional nursery rhymes and songs are also brought into a more contemporary representation as well.



Represent a Variety of World Locations

Benchmark Literacy books cover high-interest topics all over the world, representing cultures, countries, and issues from six continents.



Holidays, customs, art, music, and food from all over the world are spotlighted. Books about daily life around the world help students understand the cultures, customs, and common experiences that we all share.

Other titles show how people from all over the world work together to help one another in times of war and in times of natural disasters.

Components at a Glance—Grade K

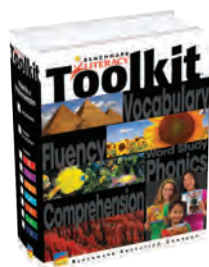
Teacher Resources



- ❑ 2 Spiral-Bound Teacher's Resource Systems



- ❑ 1 Writing to Sources Handbook with text-dependent writing prompts and conventions of English mini-lessons



- ❑ 1 Benchmark Literacy Toolkit that contains a getting started guide, comprehensive assessment resources, and professional development tools

Read-Aloud Support

- Recommended Trade Books for Read-Aloud
- Read-Aloud Strategies

Shared Reading



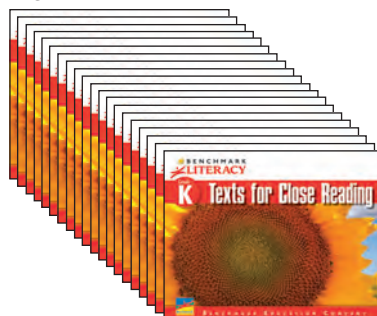
- ❑ 10 Big Books (including fiction and nonfiction titles)



- ❑ 40 Comprehension Anchor Posters with clings



- ❑ 10 Fluency Posters



- ❑ 20 Copies



- ❑ 10 Reader's Theater Lap Books plus matching small books

Small-Group/Guided Reading

70 leveled text titles packaged in 6-packs by comprehension focus:



- 20 Titles at level A/1



- 10 Titles at level B/2



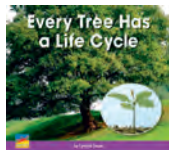
- 10 Titles at level C/3



- 10 Titles at level C/4



- 10 Titles at level D/5



- 10 Titles at level D/6



- Explicit 12-Page Teacher's Guide for every title



- Comprehension Question Card for every title



- Teacher Comprehension Flip Chart and Student Book Marks



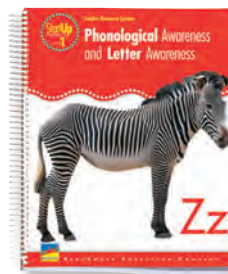
- Responsive Prompts Flip Chart

Phonemic Awareness and Phonics

Benchmark Phonics StartUp



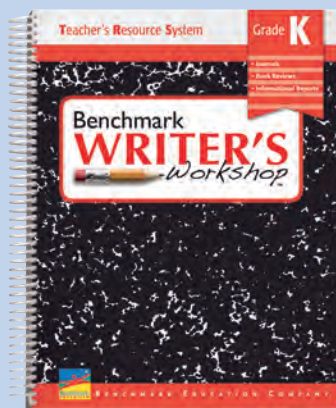
26 Phonics Posters



- 50 Benchmark Phonics StartUp Level 1 Units for developing/reviewing letter discrimination, letter recognition, and phonological awareness



- 25 Benchmark Phonics StartUp Level 2 Units for developing phonemic awareness, short vowels, and consonants



Benchmark Writer's Workshop

Gradual-release mini-lessons and mentor texts for all levels of writing development.

Components at a Glance—Grade 1

Teacher Resources



- 2 Spiral-Bound Teacher's Resource Systems



- 1 Writing to Sources Handbook with text-dependent writing prompts and conventions of English mini-lessons



- 1 Benchmark Literacy Toolkit that contains a getting started guide, comprehensive assessment resources, and professional development tools

Read-Aloud Support

- Recommended Trade Books for Read-Aloud
- Read-Aloud Strategies

Shared Reading



- 10 Big Books (including fiction and nonfiction titles)



- 40 Comprehension Anchor Posters with clings



- 10 Fluency Posters



- 20 Copies



- 10 Reader's Theater Lap Books plus matching small books

Small-Group/Guided Reading

150 leveled text titles packaged in 6-packs by comprehension focus:



20 Titles
at level C/3–4



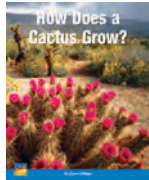
20 Titles
at level D/5–6



20 Titles
at level E/7–8



20 Titles
at level F/9–10



20 Titles
at level G/11–12



20 Titles
at level H/13–14



20 Titles
at level I/15–16



10 Titles
at level J/18



Explicit 12-Page
Teacher's Guide
for every title



Comprehension
Question Card
for every title



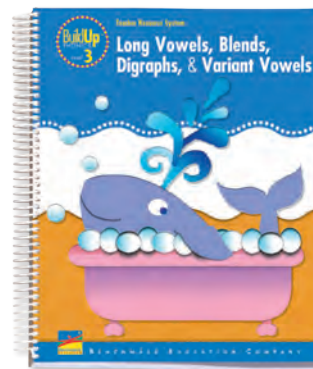
Teacher Comprehension
Flip Chart and Student
Book Marks



Responsive
Prompts Flip
Chart

Phonemic Awareness and Phonics

Benchmark Phonics BuildUp

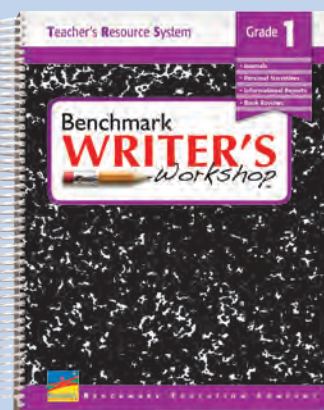


31 Benchmark Phonics
BuildUp Lessons for initial
and final blends and clusters,
long vowels, digraphs, variant
vowels, diphthongs, soft and
silent letters



31 Poetry Posters

10 Benchmark Phonics
BuildUp Review Lessons for
short vowels and consonants

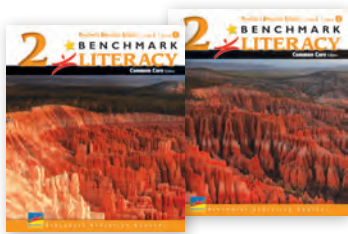


Benchmark Writer's Workshop

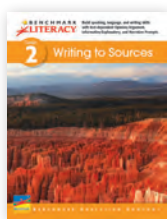
Gradual-release
mini-lessons and
mentor texts for
all levels of writing
development.

Components at a Glance—Grade 2

Teacher Resources



- 2 Spiral-Bound Teacher's Resource Systems



- 1 Writing to Sources Handbook with text-dependent writing prompts and conventions of English mini-lessons



- 1 Benchmark Literacy Toolkit that contains a getting started guide, comprehensive assessment resources, and professional development tools

Read-Aloud Support

- Recommended Trade Books for Read-Aloud
- Read-Aloud Strategies

Shared Reading



- 10 Big Books (including fiction and nonfiction titles)



- 40 Comprehension Anchor Posters with clings



- 10 Fluency Posters



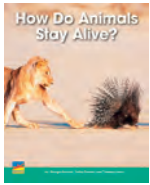
- 20 Copies



- 10 Reader's Theater Scripts (6-packs)

Small-Group/Guided Reading

90 leveled text titles packaged in 6-packs by comprehension focus:



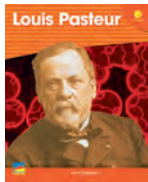
20 Titles
at level H/13–14



20 Titles
at level I/15–16



10 Titles
at level J/18



10 Titles
at level K/20



10 Titles
at level L/24



10 Titles
at level M/28



10 Titles
at level N/30



Explicit 12-Page
Teacher's Guide
for every title



Comprehension
Question Card
for every title



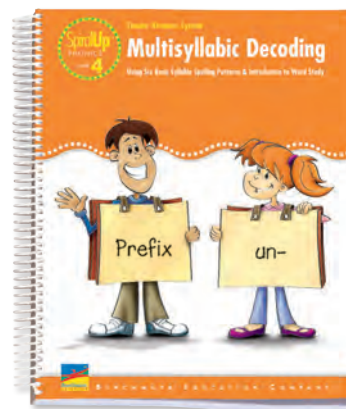
Teacher Comprehension
Flip Chart and Student
Book Marks



Responsive
Prompts Flip
Chart

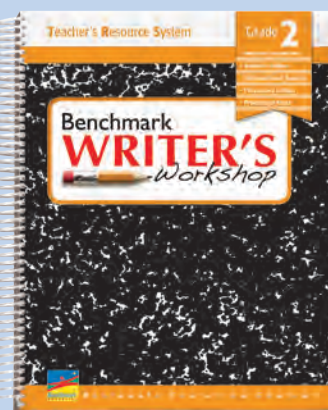
Phonemic Awareness and Phonics

Benchmark Phonics SpiralUp



32 Benchmark Phonics
SpiralUp Unit Lessons for
sound/symbol relationships
of the six syllable spelling
patterns, multisyllabic
decoding, and word study skills

5 Review Lessons for blends
and digraphs



Benchmark Writer's Workshop

Gradual-release
mini-lessons and
mentor texts for
all levels of writing
development.

Components at a Glance—Grade 3

Teacher Resources



- 2 Spiral-Bound Teacher's Resource Systems



- 1 Writing to Sources Handbook with text-dependent writing prompts and conventions of English mini-lessons



- 1 Benchmark Literacy Toolkit that contains a getting started guide, comprehensive assessment resources, and professional development tools

Read-Aloud Support

- Recommended Trade Books for Read-Aloud
- Read-Aloud Strategies

Shared Reading



- 40 Genre Posters



- 40 Comprehension Anchor Posters with clings



- 10 Fluency Posters



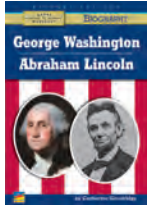
- 20 Copies



- 10 Reader's Theater Scripts (6-packs)

Small-Group/Guided Reading

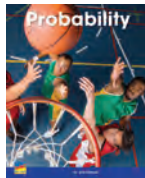
80 leveled text titles packaged
in 6-packs by comprehension focus:



5 Titles
at level J/18



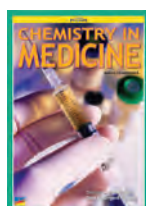
5 Titles
at level K/20



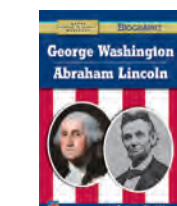
10 Titles
at level M/28



14 Titles
at level N/30



13 Titles
at level O/34



13 Titles
at level P/38



10 Titles
at level Q/40



10 Titles
at level R/40



Explicit 12-Page
Teacher's Guide
for every title



Comprehension
Question Card
for every title



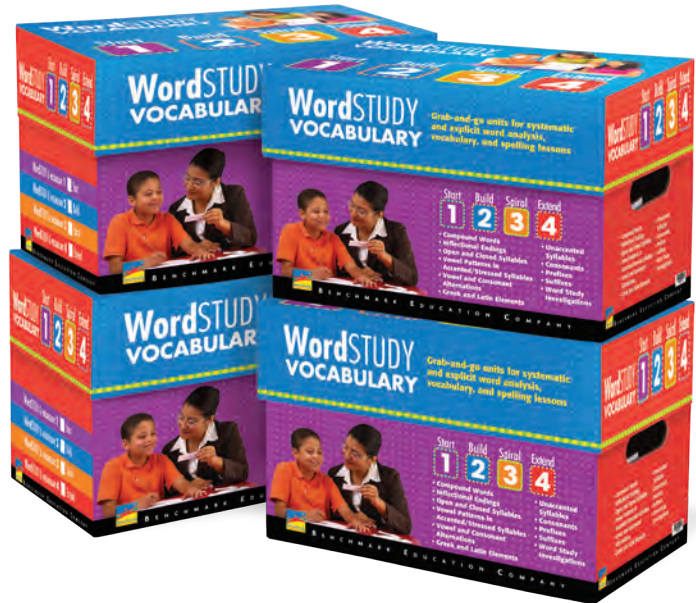
Teacher Comprehension
Flip Chart and Student
Book Marks



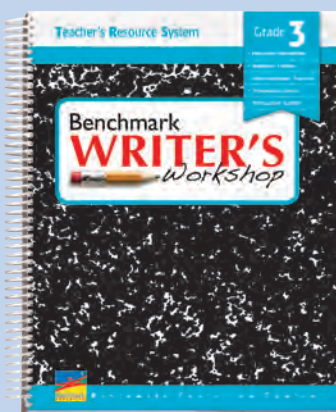
Responsive
Prompts Flip
Chart

Word Study & Vocabulary Resources

32 Systematic, Explicit, 5-Day Lessons



32 Units per grade for
developing syllables and
affixes and derivational
constancy.



Benchmark Writer's Workshop

Gradual-release
mini-lessons and
mentor texts for
all levels of writing
development.

Components at a Glance—Grade 4

Teacher Resources



- 2 Spiral-Bound Teacher's Resource Systems



- 1 Writing to Sources Handbook with text-dependent writing prompts and conventions of English mini-lessons



- 1 Benchmark Literacy Toolkit that contains a getting started guide, comprehensive assessment resources, and professional development tools

Read-Aloud Support

- Recommended Trade Books for Read-Aloud
- Read-Aloud Strategies

Shared Reading



- 40 Genre Posters



- 40 Comprehension Anchor Posters with clings



- 10 Fluency Posters



- 20 Copies



- 10 Reader's Theater Scripts (6-packs)

Small-Group/Guided Reading

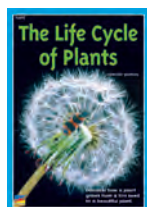
70 leveled text titles packaged
in 6-packs by comprehension focus:



5 Titles
at level J/18



5 Titles
at level K/20



10 Titles
at level O/34



10 Titles
at level P/38



14 Titles
at level Q/40



16 Titles
at level R/40



10 Titles
at level S/44



Explicit 12-Page
Teacher's Guide
for every title



Comprehension
Question Card
for every title



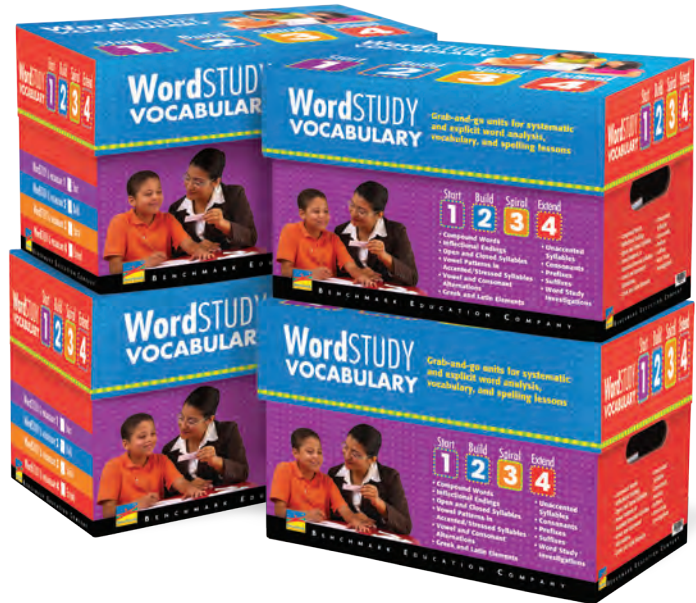
Teacher Comprehension
Flip Chart and Student
Book Marks



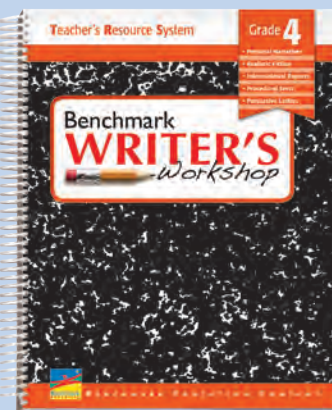
Responsive
Prompts Flip
Chart

Word Study & Vocabulary Resources

32 Systematic, Explicit, 5-Day Lessons



32 Units per grade for
developing syllables and
affixes and derivational
constancy.



Benchmark Writer's Workshop

Gradual-release
mini-lessons and
mentor texts for
all levels of writing
development.

Components at a Glance—Grade 5

Teacher Resources



- 2 Spiral-Bound Teacher's Resource Systems



- 1 Writing to Sources Handbook with text-dependent writing prompts and conventions of English mini-lessons



- 1 Benchmark Literacy Toolkit that contains a getting started guide, comprehensive assessment resources, and professional development tools

Read-Aloud Support

- Recommended Trade Books for Read-Aloud
- Read-Aloud Strategies

Shared Reading



- 40 Genre Posters



- 40 Comprehension Anchor Posters with clings



- 10 Fluency Posters



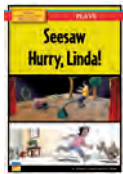
- 20 Copies



- 10 Reader's Theater Scripts (6-packs)

Small-Group/Guided Reading

80 leveled text titles packaged
in 6-packs by comprehension focus:



4 Titles
at level N/30



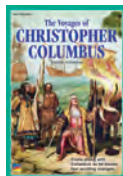
2 Titles
at level O/34



2 Titles
at level Q/40



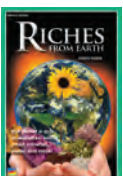
12 Titles
at level R/40



13 Titles
at level S/44



14 Titles
at level T/44



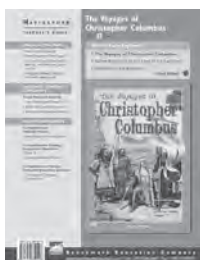
13 Titles
at level U/50



10 Titles
at level V/60



10 Titles
at level W/60



Explicit 12-Page
Teacher's Guide
for every title



Comprehension
Question Card
for every title



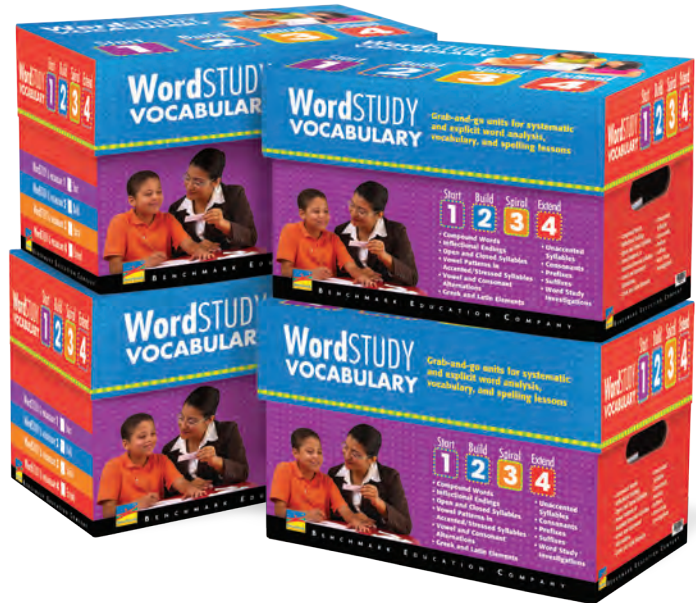
Teacher Comprehension
Flip Chart and Student
Book Marks



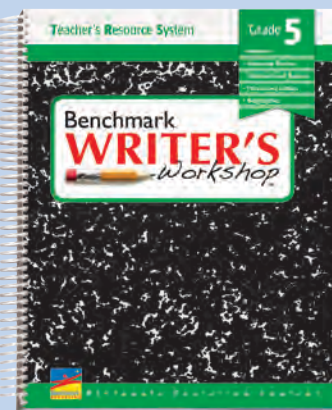
Responsive
Prompts Flip
Chart

Word Study & Vocabulary Resources

32 Systematic, Explicit 5-Day Lessons



32 Units per grade for
developing syllables and
affixes and derivational
constancy.



Benchmark Writer's Workshop

Gradual-release
mini-lessons and
mentor texts for
all levels of writing
development.

Components at a Glance—Grade 6

Teacher Resources



- 2 Spiral-Bound Teacher's Resource Systems



- 1 Writing to Sources Handbook with text-dependent writing prompts and conventions of English mini-lessons

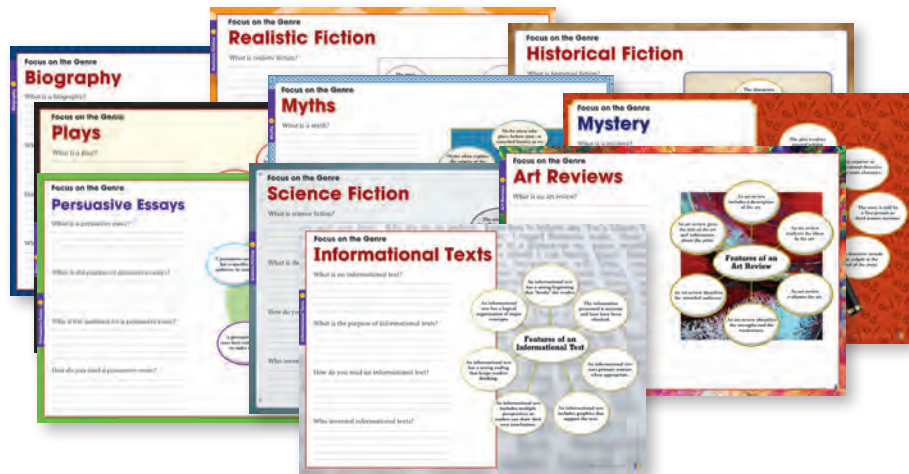


- 1 Benchmark Literacy Toolkit that contains a getting started guide, comprehensive assessment resources, and professional development tools

Read-Aloud Support

- Recommended Trade Books for Read-Aloud
- Read-Aloud Strategies

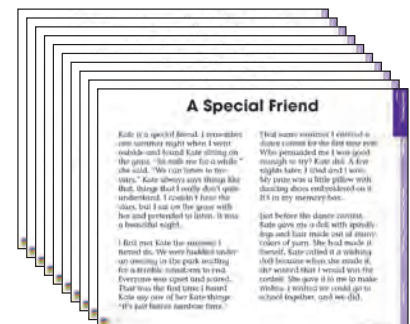
Shared Reading



- 40 Genre Posters



- 40 Comprehension Anchor Posters with clings



- 10 Fluency Posters



- 20 Copies



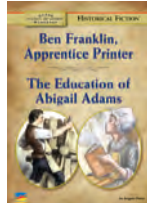
- 10 Reader's Theater Scripts (6-packs)

Small-Group/Guided Reading

80 leveled text titles packaged
in 6-packs by comprehension focus:



4 Titles
at level Q/40



2 Titles
at level R/40



3 Titles
at level S/44



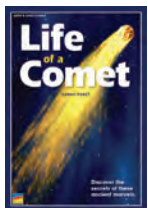
11 Titles
at level T/44



10 Titles
at level U/50



13 Titles
at level V/60



12 Titles
at level W/60



25 Titles
at level X/60



Explicit 12-Page
Teacher's Guide
for every title



Comprehension
Question Card
for every title



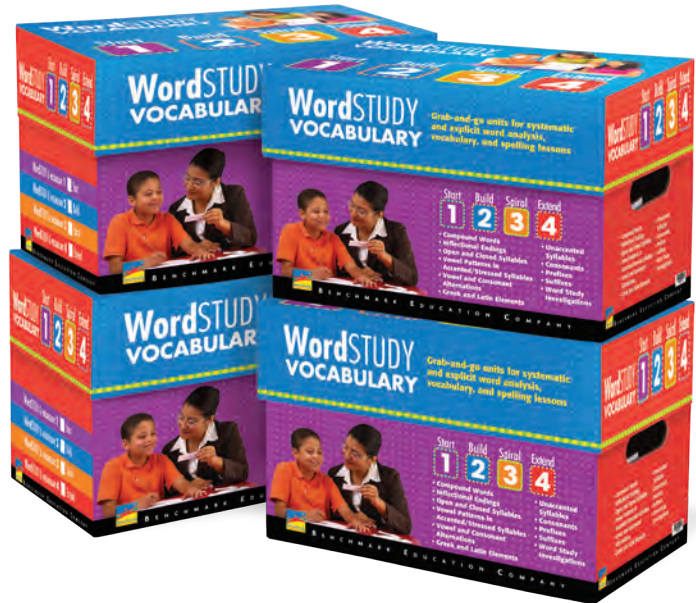
Teacher Comprehension
Flip Chart and Student
Book Marks



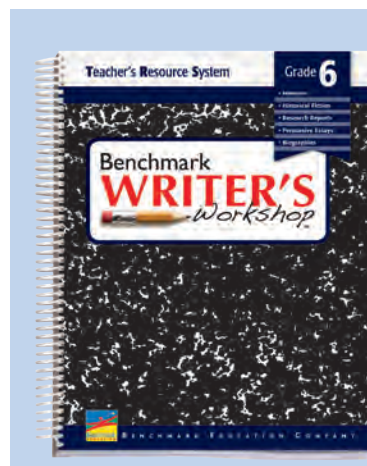
Responsive
Prompts Flip
Chart

Word Study & Vocabulary Resources

32 Systematic, Explicit 5-Day Lessons



32 Units per grade for
developing syllables and
affixes and derivational
constancy.

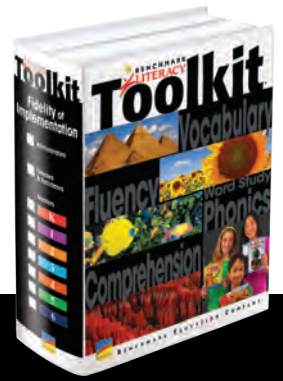



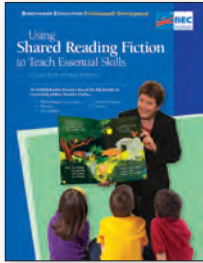
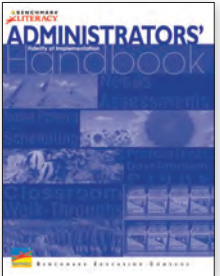

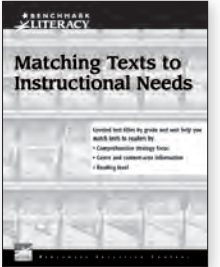
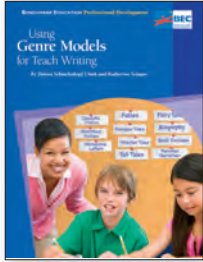


Benchmark Writer's Workshop

Gradual-release
mini-lessons and
mentor texts for
all levels of writing
development.

ADMINISTRATORS' Toolkit

Contents at a Glance



Tool	What It Provides	Tool	What It Provides
	K–6 Overview, Strategies & Skills Read about the complete Benchmark Literacy program organization, instructional design, and strategies and skills.		Using Shared Reading Fiction to Teach Essential Skills by Tammy Jones and Katherine Scrapper Learn how to use fiction big books to teach effective mini-lessons that support all of the essential skills of reading.
	Administrators' Handbook Access extensive information, plus support tools, to help you ensure the proper implementation of small-group guided reading instruction on your campuses.		Using Leveled Texts to Differentiate Instruction by Tammy Jones and Annyce Kuykendall Learn how to implement small-group reading instruction. Topics include assessing instructional needs, forming flexible groups, intervening with responsive prompting, and monitoring student progress.
	Matching Texts to Instructional Needs Review the grade-by-grade, unit-by-unit list of leveled text titles that helps teachers match students to the right texts by level, genre, and comprehension strategy.		Using Genre Models to Teach Writing by Donna Schmettekopf Clark and Katherine Scrapper Discover the role genre study can play in developing readers and writers. Use these fiction and nonfiction genre and writer's craft mini-lessons to support whole- and small-group literary analysis and genre writing instruction.
	Research Summary Review the scientifically-based classroom research studies supporting the efficacy of Benchmark Literacy's instructional components.		Using Classroom Libraries for Independent Reading by Kimberli Kern Support teachers in organizing and managing leveled-text classroom libraries for independent reading. This volume includes many reader-response tools that can be used with any title.

ADMINISTRATORS' Toolkit

Contents at a Glance (continued)



Tool

What It Provides

Tool

What It Provides



Responsive Prompts for Metacognitive and Comprehension Strategy Development

With this tool, your teachers can use differentiated responsive prompts during small-group reading instruction to support students' use of metacognitive and comprehension strategies, and to develop their academic oral language during strategy discussions.



Guide to Levelled Text Characteristics

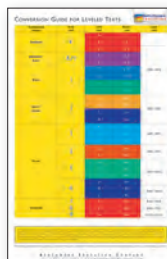
Learn the characteristics of Benchmark Education's precisely leveled texts, and how they support and challenge students across the developmental continuum.



Grades K–2 and 3–8

Comprehension Power Tool Flip Charts

Use the flip chart to understand four levels of text-dependent comprehension strategies that students need in order to succeed on standardized reading assessments. Use the prompts and strategies with any text during small-group reading instruction.
2 per toolkit. (K–2 and 3–8)



Conversion Guide for Levelled Texts

Correlate Benchmark Literacy leveled texts to DRA, Fountas & Pinnell, Reading Recovery, and Lexile levels using this easy reference chart.



Guide to Comprehension Question Cards

Learn how to use the Comprehension Question Cards for each Benchmark Literacy leveled text to help students develop text-dependent comprehension and test-taking strategies.

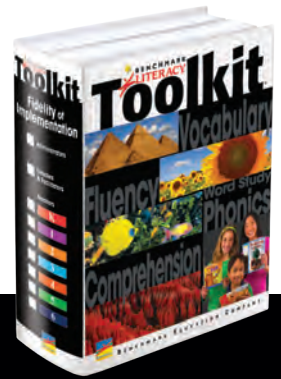


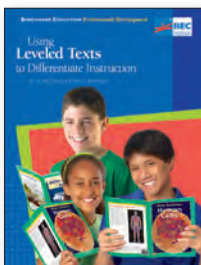
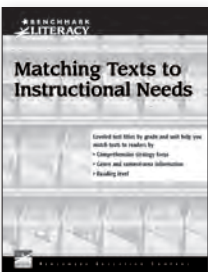
Text Complexity Flip Chart

Learn how to gauge text complexity of texts with a visual guide to quantitative and qualitative leveling of Benchmark Education shared and small-group reading texts.

COACHES' Toolkit

Contents at a Glance

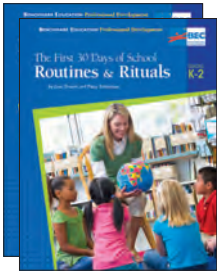




Tool	What It Provides	Tool	What It Provides
	K–6 Overview, Strategies & Skills Read about the complete Benchmark Literacy program organization, instructional design, and strategies and skills.		Using Shared Reading Fiction to Teach Essential Skills by Tammy Jones and Katherine Scrapper Learn how to use fiction big books to teach effective mini-lessons that support all of the essential skills of reading.
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COACHES' Toolkit

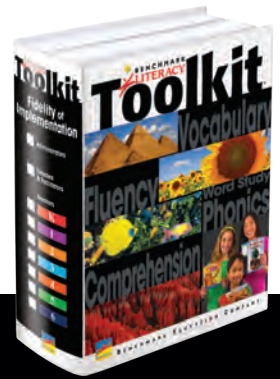
Contents at a Glance (continued)



Tool	What It Provides	Tool	What It Provides
 <p>2 Versions (K–2, 3–6)</p>	<p>The First 30 Days of School: Routines & Rituals by Jane Shook and Patty Brinkman</p> <p>30 mini-lessons help you establish the habits, rules, procedures, and skills students need during small-group and independent reading. 2 per toolkit. (K–2 and 3–6)</p>		<p>Guide to Leveled Text Characteristics</p> <p>Learn the characteristics of Benchmark Education's precisely leveled texts, and how they support and challenge students across the developmental continuum.</p>
	<p>Responsive Prompts for Metacognitive and Comprehension Strategy Development</p> <p>With this tool, your teachers can use differentiated responsive prompts during small-group reading instruction to support students' use of metacognitive and comprehension strategies, and to develop their academic oral language during strategy discussions.</p>		<p>Conversion Guide for Leveled Texts</p> <p>Correlate Benchmark Literacy leveled texts to DRA, Fountas & Pinnell, Reading Recovery, and Lexile levels using this easy reference chart.</p>
 <p>Grades K–2 and 3–8</p>	<p>Comprehension Power Tool Flip Charts</p> <p>Use the flip chart to understand four levels of text-dependent comprehension strategies that students need in order to succeed on standardized reading assessments. Use the prompts and strategies with any text during small-group reading instruction. 2 per toolkit. (K–2 and 3–8).</p>		<p>Text Complexity Flip Chart</p> <p>Learn how to gauge text complexity of texts with a visual guide to quantitative and qualitative leveling of Benchmark Education shared and small-group reading texts.</p>
	<p>Guide to Comprehension Question Cards</p> <p>Learn how to use the Comprehension Question Cards for each Benchmark Literacy leveled text to help students develop text-dependent comprehension and test-taking strategies.</p>		

TEACHERS' Toolkit

Contents at a Glance



Tool	What It Provides	Tool	What It Provides
	Grade-Specific Overview, Strategies & Skills Consult the 7 grade-level volumes to learn about each grade's components, unit organization, and instruction.		Informal Assessments for Text Comprehension Use these assessments, along with the formal Comprehension Strategy Assessments, for a detailed snapshot of students' control over metacognitive and comprehension strategies.
	The First 30 Days of School: Routines & Rituals by Jane Shook and Patty Brinkman 30 mini-lessons help you establish the habits, rules, procedures, and skills students need during small-group and independent reading. 1 per toolkit. (K-2 or 3-6)		Informal Assessments for Reading Development Observe and document students' reading progress over time using the informal assessments in this volume.
	Comprehension Strategy Assessments Each volume provides comprehensive pre- and post-assessments for all program comprehension strategies, plus 2 ongoing assessments per strategy for progress monitoring. 1 per toolkit.		Informal Assessments for Vocabulary Development Evaluate students' Tier One (high-frequency) vocabulary, Tier Two (robust) vocabulary, and Tier Three (academic) vocabulary with a range of assessment tools.
			Informal Assessments for Fluency Development Rubrics, checklists, and one-minute oral fluency assessments help you evaluate reading rate and prosody skills.

TEACHERS' Toolkit

Contents at a Glance (continued)



Tool

What It Provides

Tool

What It Provides



Responsive Prompts for Metacognitive and Comprehension Strategy Development

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Guide to Levelled Text Characteristics

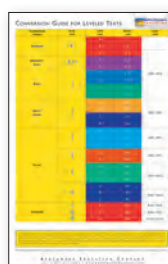
Learn the characteristics of Benchmark Education's precisely leveled texts, and how they support and challenge students across the developmental continuum.



Grades K-2 or 3-8

Comprehension Power Tool Flip Charts

Use the flip chart to understand four levels of text-dependent comprehension strategies that students need in order to succeed on standardized reading assessments. Use the prompts and strategies with any text during small-group reading instruction.
1 per toolkit. (K-2 or 3-8)



Conversion Guide for Levelled Texts

Correlate Benchmark Literacy leveled texts to DRA, Fountas & Pinnell, Reading Recovery, and Lexile levels using this easy reference chart.



Guide to Comprehension Question Cards

Learn how to use the Comprehension Question Cards for each Benchmark Literacy leveled text to help students develop text-dependent comprehension and test-taking strategies.



Text Complexity Flip Chart

Learn how to gauge text complexity of texts with a visual guide to quantitative and qualitative leveling of Benchmark Education shared and small-group reading texts.

Benchmark Literacy Scope and Sequence K–6

Skills and Strategies	K	1	2	3	4	5	6
Concepts About Print							
Identify the front of the book	•						
Identify the back of the book	•						
Know where to begin reading the story	•						
Know the direction in which to read (left to right)	•						
Know where to go next at the end of the line	•						
Identify the first word on the page	•						
Identify the last word on the page	•						
Identify one word/two words	•						
Identify the first letter in a word	•						
Identify the last letter in a word	•						
Identify one letter/two letters	•						
Point to and name letters on a page	•						
Recognize capital letters on the page	•						
Recognize small letters on the page	•						
Recognize the title	•	•					
Recognize the text	•	•					
Track words one-to-one as they are read	•	•					
Recognize a period (.)	•	•					
Recognize a question mark (?)	•	•					
Recognize an exclamation point (!)	•	•					
Recognize quotation marks (" ")	•	•					
Recognize a comma (,)	•	•					
Phonological & Phonemic Awareness							
Identify rhyme	•						
Listen for initial sounds	•						
Listen for medial sounds	•						
Differentiate initial sounds	•						
Discriminate medial sounds	•						
Produce rhyme	•						
Identify final sounds	•						
Segment onset and rime	•	•					
Blend phonemes	•	•					
Initial sound substitution	•	•					
Medial sound substitution	•	•					
Final sound substitution	•	•					
Segment phonemes		•					

Benchmark Literacy Scope and Sequence K–6

Skills and Strategies	K	1	2	3	4	5	6
Phonics and Word Study							
Letter recognition	•						
Letter formation	•						
Short vowels	•						
Consonants	•						
Long vowels		•					
Blends		•					
Digraphs		•					
Diphthongs		•					
Variant vowels		•					
Fluency and automaticity practice	•	•	•				
Syllable spelling patterns			•				
Multisyllabic word-solving strategies			•	•	•	•	•
Compound words			•	•	•		
Inflectional endings			•	•	•		
Open and closed syllables			•	•			
Vowel patterns in accented/stressed syllables				•	•		
Unaccented syllables				•	•		
Consonants				•	•		
Word study investigations				•	•	•	•
Prefixes			•	•	•	•	•
Suffixes			•	•	•	•	•
Vowel and consonant alternations						•	•
Greek and Latin word elements						•	•
Spelling	•	•	•	•	•	•	•
Metacognitive Strategies							
Ask questions	•	•	•	•	•	•	•
Determine text importance	•	•	•	•	•	•	•
Fix-up monitoring	•	•	•	•	•	•	•
Make connections	•	•	•	•	•	•	•
Make inferences	•	•	•	•	•	•	•
Summarize and synthesize	•	•	•	•	•	•	•
Visualize	•	•	•	•	•	•	•

Benchmark Literacy Scope and Sequence K–6

Skills and Strategies	K	1	2	3	4	5	6
Comprehension Skills/Strategies							
Make predictions	•	•	•	•	•	•	•
Identify sequence of events	•	•	•	•	•	•	•
Analyze story elements	•	•	•	•	•	•	•
Identify main idea and supporting details	•	•	•	•	•	•	•
Compare and contrast	•	•	•	•	•	•	•
Summarize information	•	•	•	•	•	•	•
Identify cause and effect	•	•	•	•	•	•	•
Make inferences	•	•	•	•	•	•	•
Analyze character	•	•	•	•	•	•	•
Draw conclusions	•	•	•	•	•	•	•
Use graphic features	•	•	•	•	•	•	•
Use text features	•	•	•	•	•	•	•
Text structure and organization	•	•	•	•	•	•	•
Evaluate author’s purpose			•	•	•	•	•
Distinguish and evaluate fact and opinion				•	•	•	•
Make judgments					•	•	•
Nonfiction Text and Graphic Features							
Photographs	•	•	•	•	•	•	•
Illustrations	•	•	•	•	•	•	•
Title Page/Table of Contents	•	•	•	•	•	•	•
Glossary	•	•	•	•	•	•	•
Index	•	•	•	•	•	•	•
Captions	•	•	•	•	•	•	•
Labels	•	•	•	•	•	•	•
Maps	•	•	•	•	•	•	•
Sidebars	•	•	•	•	•	•	•
Diagrams	•	•	•	•	•	•	•
Chapter headings	•	•	•	•	•	•	•

Benchmark Literacy Scope and Sequence K–6

Skills and Strategies	K	1	2	3	4	5	6
Recognize and Analyze Literary Genres							
Animal Fantasy	•	•	•				
Biography	•	•	•	•	•	•	•
Fables				•	•		
Fairy Tales	•	•	•	•	•		
Historical Fiction	•	•	•	•	•	•	•
Informational Texts	•	•	•	•	•	•	•
Mystery						•	•
Myths						•	•
Personal Narratives				•	•		
Persuasive Essays						•	•
Persuasive Letters				•	•		
Plays						•	•
Pourquoi Tales				•	•		
Realistic Fiction	•	•	•	•	•	•	•
Reviews						•	•
Science Fiction						•	•
Tall Tales				•	•		
Trickster Tales			•	•	•		
Vocabulary							
Tier One High-Frequency and Sight Word Vocabulary	•	•	•				
Tier Two Vocabulary	•	•	•	•	•	•	•
Tier Three (Academic) Vocabulary	•	•	•	•	•	•	•
Vocabulary Strategies	•	•	•	•	•	•	•
Fluency							
Speed/pacing: fast	•	•	•	•	•	•	•
Speed/pacing: slow	•	•	•	•	•	•	•
Speed/pacing: varied	•	•	•	•	•	•	•
Pausing: short pause	•	•	•	•	•	•	•
Pausing: full stop	•	•	•	•	•	•	•
Inflection/intonation: pitch	•	•	•	•	•	•	•
Inflection/intonation: volume	•	•	•	•	•	•	•
Inflection/intonation: stress	•	•	•	•	•	•	•
Phrasing: high-frequency word phrases	•	•	•	•	•	•	•
Expression: anticipation/mood	•	•	•	•	•	•	•
Expression: characterization/feelings	•	•	•	•	•	•	•
Expression: dramatic expression	•	•	•	•	•	•	•

Overview

Grade K

Skills & Strategies

Whole-Group Mini-Lesson Strategies and Skills—Grade K

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Phonics Workshop (Review and new skills for Phonological Awareness, Phonemic Awareness, and Phonics)
<ul style="list-style-type: none"> • Ask Questions • Identify Main Idea & Supporting Details 	1.1	1	Ask questions	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Ask questions/Identify stated main idea and supporting details 	<ul style="list-style-type: none"> • Leveled Texts 	Review of letter discrimination, letter recognition and phonological awareness skills
	1.2	2	Ask questions	<ul style="list-style-type: none"> • Big Book: <i>What Are Some Rules at Home?</i> (Nonfiction) 	<ul style="list-style-type: none"> • Leveled Texts 	Review of letter discrimination, letter recognition and phonological awareness skills
	1.3	3	Ask questions	<ul style="list-style-type: none"> • Reader's Theater: <i>With My Family</i> • Fluency Poster: Speed/Pacing—Fast, Slow, Varied 	<ul style="list-style-type: none"> • Leveled Texts • Reader's Theater Scripts 	Review of letter discrimination, letter recognition and phonological awareness skills
<ul style="list-style-type: none"> • Visualize • Analyze Character 	2.1	4	Visualize	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Visualize/Analyze character 	<ul style="list-style-type: none"> • Leveled Texts 	Review of letter discrimination, letter recognition and phonological awareness skills
	2.2	5	Visualize	<ul style="list-style-type: none"> • Big Book: <i>The Three Little Pigs</i> (Fiction) 	<ul style="list-style-type: none"> • Leveled Texts 	Review of letter discrimination, letter recognition and phonological awareness skills
	2.3	6	Visualize/Ask questions	<ul style="list-style-type: none"> • Reader's Theater: <i>About Me</i> • Fluency Poster: Pausing—Short Pause 	<ul style="list-style-type: none"> • Leveled Texts • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Mm and Short Aa • Listening for rhyme • Initial /m/ • Medial /a/
<ul style="list-style-type: none"> • Determine Text Importance • Identify Sequence of Events 	3.1	7	Determine text importance	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Determine text importance/Identify sequence of events 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Ss • Listening for rhyme • Initial /s/ • Listening for initial sounds
	3.2	8	Determine text importance	<ul style="list-style-type: none"> • Big Book: <i>The Life Cycle of a Frog</i> (Nonfiction) 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Tt • Listening for rhyme • Initial /t/ • Listening for initial consonant sounds
	3.3	9	Determine text importance/Visualize	<ul style="list-style-type: none"> • Reader's Theater: <i>Baby Animals</i> • Fluency Poster: Pausing—Full Stop 	<ul style="list-style-type: none"> • Leveled Texts • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Nn • Listening for rhyme • Initial /n/ • Differentiating consonant sounds
<ul style="list-style-type: none"> • Summarize & Synthesize • Analyze Story Elements 	4.1	10	Summarize & synthesize	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Summarize & synthesize/Analyze story elements 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Short Ii • Listening for rhyme • Medial /i/ • Differentiating medial sounds
	4.2	11	Summarize & synthesize	<ul style="list-style-type: none"> • Big Book: <i>The Enormous Watermelon</i> (Fiction) 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Ff • Listening for rhyme • Initial /f/ • listening for initial consonants
	4.3	12	Summarize & synthesize/Determine text importance	<ul style="list-style-type: none"> • Reader's Theater: <i>We Like Fruit</i> • Fluency Poster: Inflection/Intonation—Pitch 	<ul style="list-style-type: none"> • Leveled Texts • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Pp • Identifying and producing rhyme • Initial /p/ • Blending and segmenting onset rhyme
<ul style="list-style-type: none"> • Make Connections • Make Inferences 	5.1	13	Make connections	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Make connections/Make inferences 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Short Oo • Identifying and producing rhyme • Medial /o/ • Discriminating medial sounds
	5.2	14	Make connections	<ul style="list-style-type: none"> • Big Book: <i>Katy's First Day of School</i> (Fiction) 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Cc • Identifying and producing rhyme • Initial /k/ • Discriminating sounds
	5.3	15	Make connections/Summarize & synthesize	<ul style="list-style-type: none"> • Reader's Theater: <i>At School</i> • Fluency Poster: Inflection/Intonation—Volume 	<ul style="list-style-type: none"> • Leveled Texts • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Hh • Identifying and producing rhyme • Initial /h/ • Discriminating sounds

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Phonics Workshop (Review and new skills for Phonological Awareness, Phonemic Awareness, and Phonics)
<ul style="list-style-type: none"> • Fix-Up Monitoring • Summarize Information 	6.1	16	Fix-up monitoring	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Fix-Up monitoring/Summarize information 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Bb • Identifying and producing rhyme • Initial /b/ • Identifying final consonants
	6.2	17	Fix-up monitoring	<ul style="list-style-type: none"> • Big Book: <i>Animals in Their Habitats</i> (Nonfiction) 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Short Uu • Identifying and producing rhyme • Initial and medial /u/ • Identifying final consonants
	6.3	18	Fix-up monitoring/Make connections	<ul style="list-style-type: none"> • Reader's Theater: <i>In the Sea</i> • Fluency Poster: Inflection/Intonation—Stress 	<ul style="list-style-type: none"> • Leveled Texts • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Rr • Identifying and producing rhyme • Initial /r/ • Differentiating final consonants
<ul style="list-style-type: none"> • Make Inferences • Make Predictions 	7.1	19	Make inferences	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Make inferences/Make predictions 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Short Ee • Identifying and producing rhyme • Initial and medial /e/ • Segmenting and blending onset rime
	7.2	20	Make inferences	<ul style="list-style-type: none"> • Big Book: <i>Who's in the Shed?</i> (Fiction) 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Gg • Identifying and producing rhyme • Initial /g/ • Segmenting and blending onset rime
	7.3	21	Make inferences/Fix-up monitoring	<ul style="list-style-type: none"> • Reader's Theater: <i>Farm Animals</i> • Fluency Poster: Phrasing—High-Frequency Word Phrases 	<ul style="list-style-type: none"> • Leveled Texts • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Dd • Identifying and producing rhyme • Initial /d/ • Blending phonemes
<ul style="list-style-type: none"> • Determine Text Importance • Compare & Contrast 	8.1	22	Determine text importance	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Determine text importance/Compare & contrast 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Ww • Initial /w/ • Blending phonemes • Blending and segmenting onset rime
	8.2	23	Determine text importance	<ul style="list-style-type: none"> • Big Book: <i>Children Past and Present</i> (Nonfiction) 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Ll • Initial /l/ • Differentiating final consonants • Blending and segmenting onset rime
	8.3	24	Determine text importance/Make inferences	<ul style="list-style-type: none"> • Reader's Theater: <i>People at School</i> • Fluency Poster: Expression—Anticipation and Mood 	<ul style="list-style-type: none"> • Leveled Texts • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Jj • Initial /j/ • Initial sound substitution • Blending and segmenting phonemes
<ul style="list-style-type: none"> • Make Connections • Identify Cause & Effect 	9.1	25	Make connections	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Make connections/Identify cause & effect 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Kk • Initial /k/ • Initial sound substitution • Blending and segmenting sounds
	9.2	26	Make connections	<ul style="list-style-type: none"> • Big Book: <i>Teddy on the Move</i> (Fiction) 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Yy • Initial /y/ • Vowel substitution • Blending and segmenting sounds
	9.3	27	Make connections/Determine text importance	<ul style="list-style-type: none"> • Reader's Theater: <i>Look at It Go!</i> • Fluency Poster: Expression—Characterization and Feelings 	<ul style="list-style-type: none"> • Leveled Texts • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Vv • Initial /v/ • Vowel substitution • Blending and segmenting sounds
<ul style="list-style-type: none"> • Make Inferences • Draw Conclusions 	10.1	28	Make inferences	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Make inferences/Draw conclusions 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Qq • Initial /kw/ • Initial sound substitution • Blending and segmenting sounds
	10.2	29	Make inferences	<ul style="list-style-type: none"> • Big Book: <i>The Gingerbread Man</i> (Fiction) 	<ul style="list-style-type: none"> • Leveled Texts 	<ul style="list-style-type: none"> • Xx • Initial /ks/ • Vowel substitution • Blending and segmenting sounds
	10.3	30	Make inferences/Make connections	<ul style="list-style-type: none"> • Reader's Theater: <i>Finding Shapes</i> • Fluency Poster: Expression—Dramatic Expression 	<ul style="list-style-type: none"> • Leveled Texts • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Zz • Initial /z/ • Final sound substitution • Blending and segmenting sounds

Small-Group Levelled Text Strategies and Skills—Grade K

Title	Unit	Letter Level	Number Level	Content Area	Comprehension	Phonemic Awareness Skill	
A Bear Cub Grows	1	A	1	Science	identify main idea and supporting details	listen for initial k spelled c	
A Plant Has Needs	1	A	1	Science	identify main idea and supporting details	initial /l/ (light)	
The Flag	1	B	2	Social Studies	identify main idea and supporting details	Listen for short a	
Families Have Rules	1	C	3	Social Studies	identify main idea and supporting details	listen for initial and final t	
A Plant Has Parts	1	C	4	Science	identify main idea and supporting details	Initial and final l	
What Is in a Forest?	1	D	5	Science	identify main idea and supporting details	Initial b	
Jobs in a Community	1	D	6	Social Studies	identify main idea and supporting details	short i (city, in, is, live, officer, this, will)	
How Many Walruses?	2	A	1	Fiction Math	analyze character	words that start with s	
Things I Like Doing	2	A	1	Social Studies	analyze character	listen for initial d	
Jobs Up High	2	B	2	Career	analyze character	sound w	
Costume Party	2	C	3	Fiction Social Studies	analyze character	segment and blend onset and rime	
Sam	2	C	4	Fiction Social Studies	analyze character	words with the same ending sound	
The Cake	2	D	5	Fiction Social Studies	analyze character	identify initial sounds in words	
Mrs. Kangaroo's Trip	2	D	6	Fiction Math	analyze character	blend syllables	
It's Time!	3	A	1	Math	identify sequence of events	alliteration with /p/	
Magnet Fishing Game	3	A	1	How To	identify sequence of events	m	
Make a Drum	3	B	2	How To	identify sequence of events	short vowels in CVC words	
Winter Weather Fun	3	C	3	Science	identify sequence of events	words with the same middle sound	
Counting Around Town	3	C	4	Math	identify sequence of events	syllables	
Make a Plan of Your Classroom	3	D	5	How To	identify sequence of events	count the number of sounds in words	
Every Tree Has a Life Cycle	3	D	6	Science	identify sequence of events	initial /s/ (seed, seedling, some)	
Balloon Ride	4	A	1	Fiction Science	analyze story elements	rhyming	
Fun at the Beach	4	A	1	Fiction Science	analyze story elements	Initial s	
We Fish	4	B	2	Fiction Math	analyze story elements	words with the same middle sound	
Up and Down the Hill	4	C	3	Fiction Science	analyze story elements	number of syllables	
The Birthday Flowers	4	C	4	Fiction Science	analyze story elements	Initial m	
Little Cat Goes Fast	4	D	5	Fiction Science	analyze story elements	rhyming	

	Phonics Skill	High Frequency Words	Academic Content Vocabulary	Writing Lessons
	initial /c/	a; can	grow	write to a picture prompt
	initial /l/ (light)	this; has	air, food, light, plant, soil, water	write to a picture prompt
	short a	look; at; the; has	flag; stars; stripes; red; white	write to a picture prompt
	recognize initial and final t in words	a; at; do; go; has; have; is; it; make; not; the; this; to; too; you; your	rule; homework; family; dishes; bed; hands; table; brush	write to a picture prompt
	Initial and final /l/	what; will; a; at; big; has; little; see; the; this; too; you	flower; fruit; leaves; plant; roots; seeds; stems; parts	write to a picture prompt
	Initial /b/	many; a; an; at; in; is; it; look; many; not; the; this; too; what; you	alive; bear; beaver; butterfly; forest; rock; tree; water	write to a picture prompt
	short i (city, in, is, live, officer, this, will)	look; at; this; a; has	bus driver, city, community, doctors, firefighters, gardener, jobs, mail carriers, police officers, school, stores, teachers	write to a picture prompt
	initial s / initial w	I; can; see	number words	write a story prediction
	initial d	I; am	things kids like to do	summary sentences
	initial w	is; the; up	people who work up high	comparison sentences
	initial p	going; to; is	costumes	summary sentences
	initial and final s	this; is; big	feelings	write sentences about story events
	short o / CVCe pattern with long a	little; said; could	birthday party words	write about story characters
	initial medial and final p / initial l	come; now; saw; us	identify number words	write about a character
	short a	I; am	doing words	sequential sentences
	initial m	I; have; a	words relating to fishing	sequential sentences
	hard g	get; for; the	musical instruments	summary sentences
	long i / initial w	go; our; ride	name days of the week	describe a story event
	initial medial and final d	some; then; what	things to count around town	summary sentences
	initial medial and final r / l-family blends	look; at; the	parts of a room	sequential sentences
	initial /s/ (seed, seedling, some)	the; will	flowers, ground, grow, leaves, plant, roots, seed, seedling, stem, tree	write to a picture prompt
	initial b	I; see; the	words to describe a balloon	summary sentences
	Initial /s/	we; see; the	beach; clams; crabs; seals	write to a picture prompt
	initial and final g / final r	go; eat	identify a fishing event	write about a story event
	initial and medial b; initial g	he; she; down	identify weather clothing and activities	write about story elements
	Initial /m/	then; will; a; and; at; for; I; make; said; she; the; then; too; will	flowers; petals; stems; leaves; birthday	write to a picture prompt
	short a / initial c	fast; her; say; want	speed words (fast and slow)	write about a story event

Small-Group Leveled Text Strategies and Skills—Grade K

Title	Unit	Letter Level	Number Level	Content Area	Comprehension	Phonemic Awareness Skill	
At the Park	4	D	6	Fiction Social Studies	analyze story elements	segment phonemes in words	
Craft Makers	5	A	1	Career	make inferences	beginning sounds m, r, t	
People Use Tools	5	A	1	Science	make inferences	alliteration	
Let's Go	5	B	2	Social Studies	make inferences	listen for syllables in words	
A Map of My House	5	C	3	Social Studies	make inferences	listen for initial h	
Animal Treats	5	C	4	Science	make inferences	rhyming words	
Animals and Their Babies	5	D	5	Math	make inferences	segment and blend words by sounds	
We Subtract	5	D	6	Math	make inferences	listen for initial and final n	
Cleaning Up	6	A	1	Math	summarize information	rhyming	
Life at the Beach	6	A	1	Science	summarize information	initial and final b	
My Cat	6	B	2	Social Studies	summarize information	listen for words with same middle sound	
Patterns All Around	6	C	3	Math	summarize information	words that begin with the same sounds	
Fast Athletes	6	C	4	Career	summarize information	syllabication	
On Stage	6	D	5	Career	summarize information	number of sounds in words	
Counting Money	6	D	6	Math	summarize information	onset and rime	
Good Citizens Can Help	7	A	1	Social Studies	make predictions	initial /w/ (walk, wash)	
Life on a Farm	7	A	1	Social Studies	make predictions	rhyming	
Homes For People	7	B	2	Social Studies	make predictions	listen for words with same ending sound	
Meet My Family	7	C	3	Social Studies	make predictions	final sounds	
Our Families Help	7	C	4	Social Studies	make predictions	segment and blend onset and rime	
What People Do	7	D	5	Social Studies	make predictions	listen for consonant sounds in the middle of words	
How Many Legs?	7	D	6	Math	make predictions	onset and rime	
Things Move	8	A	1	Science	compare and contrast	words that start with /k/	
What Do Communities Have?	8	A	1	Social Studies	compare and contrast	initial /h/ (house, horse)	
Schools Then and Now	8	B	2	Social Studies	compare and contrast	initial /b/ (boy, bench)	
Clothes	8	C	3	Social Studies	compare and contrast	initial and final /t/ (too, hat, coat)	
Look at the Animals	8	C	4	Science	compare and contrast	short a	
My Models	8	D	5	Science	compare and contrast	identify initial sounds in one-syllable words	
Bigger Than? Smaller Than?	8	D	6	Math	compare and contrast	listen for long vowel sounds in the middle of words	
Counting Pencils	9	A	1	Math	identify cause and effect	listen for initial p	
I Follow Rules at School	9	A	1	Social Studies	identify cause and effect	initial /r/ (reading, rules)	

	Phonics Skill	High Frequency Words	Academic Content Vocabulary	Writing Lessons
	r-controlled vowels / consonant blend sw	there; saw; for	word that describe how Ben felt	write sentences about the story
	initial r	I; make	craft words	factual sentences
	initial p	I; am	doing words	comparison sentences
	initial g	she; he; is	transportation words	summary sentences
	initial /h/	the; is; in; my; on	map	write to a picture prompt
	initial s / long i	from; get; like	identify foods animals eat	write about animal foods
	initial b / digraph ee	here; are; three	words for animal babies	summary sentences
	initial and final /n/	they; give; away; how; many; do; have; now	five; six; eight; nine; ten; twelve; fifteen; give away; how many	write to a picture prompt
	initial j	I; have	kinds of toys	summary sentences
	initial and final /b/	I; see; a	snail; clam; crab; beach; fish; seal; bird	write to a picture prompt
	initial m	has; me; my	things cats like	summary sentences
	hard and soft g	here; are; the	pattern words	summary sentences
	short a initial r	get; make; some	people who go fast	summary sentences
	long e initial st	an; is; on	what people do on stage	write summary sentences
	digraph ch / open vowel pattern	how; am; do	money words	summary sentences
	initial /w/ (walk, wash)	I; can	give, help, paint, read, sweep, walk, wash	write to a picture prompt
	initial f	I; am	words about farm life	summary sentences
	initial h	a; an; is	words for homes	comparison sentences
	hard g	this; is; my	family members	summary sentences
	initial and medial m / initial d	does; home; some	identify family activities	write about helping others
	digraph wh / variant vowel oo	they; when; this	job words	comparison sentences
	silent b / short a	some; many; here	animals that have four legs	summary sentences
	initial c / initial and final r	a; can; go	identify things that move	write a sentence about the book
	initial /h/ (house, horse)	I; see; a	building, bus, horse, house, people, school, store	write to a picture prompt
	initial /b/ (boy, bench)	the; has; a	bench, computer, desk, notebook, school, tablet	write to a picture prompt
	initial and final /t/ (too, hat, coat)	this; has; had	coat, dress, hat, shoes	write to a picture prompt
	short a	some; can; look	animal words	comparison sentences
	long o/CVCe pattern with long i	little; have; like	toys	comparison sentences
	digraph th / r-family blends	am; at; in	animals	factual sentences
	initial /p/	I; have	counting; ten (10); fifty (50)	write to a picture prompt
	initial /r/ (reading, rules)	I; am	giving, helping, listening, reading, sitting, sweeping, walking	write to a picture prompt

Small-Group Leveled Text Strategies and Skills—Grade K

Title	Unit	Letter Level	Number Level	Content Area	Comprehension	Phonemic Awareness Skill	
Cutting Our Food	9	B	2	Math	identify cause and effect	listen for middle vowel sound u	
Magnets	9	C	3	Science	identify cause and effect	listen for words with i	
Helping Friends	9	C	4	Social Studies	identify cause and effect	listen for initial m	
My Five Senses	9	D	5	Science	identify cause and effect	blend onset and rime	
See the Wind Blow!	9	D	6	Science	identify cause and effect	words that start with w	
Fruit Salad	10	A	1	Math	draw conclusions	alliteration	
Toy Models	10	A	1	Science	draw conclusions	listen for words with same middle sound	
Let's Look Outside	10	B	2	Science	draw conclusions	words that rhyme with can	
We Use Water	10	C	3	Science	draw conclusions	listen for words that end with /n/	
Across the Seasons	10	C	4	Science	draw conclusions	listen for initial and final d	
What Comes in Twos?	10	D	5	Math	draw conclusions	segment onset and rime	
Going to Town With Mom and Dad	10	D	6	Social Studies	draw conclusions	segment phonemes in words	

	Phonics Skill	High Frequency Words	Academic Content Vocabulary	Writing Lessons
	short u	I; am; a	things kids can cut	summary sentences
	short i	can; not; pick; up	objects that a magnet will or won't pick up	summary sentences
	initial /m/	my; has; I; can	help	write to a picture prompt
	closed syllable patterns word family -ell	have; two; with	sense words	summary sentences
	initial and medial w / initial s	around; away; come; stop	identify things the wind does	write about a cause or effect
	initial and final s / initial p	use; I; have	identify fruits	write about story events
	initial t	is; a	toy words	summary sentences
	word family -an	I; can; see	weather words	summary sentences
	initial w	we; use; for	water words	factual sentences
	initial and final d	good; they; are	season words	summary sentences
	long e and open vowel pattern / r-controlled vowels	come; has; and	pair words	summary sentences
	consonant blend st / consonant blend cl	we; went; with	things to do in town	factual sentences

Benchmark Literacy Grade K

Vocabulary and Spelling Words By Unit and Week

Unit	Week	Tier One Words	Tier Two Words	
1	1	N/A	N/A	
	2	N/A	N/A	
	3	With My Family (RT): is, me, my, play, this, with	N/A	
2	4	N/A	N/A	
	5	N/A	The Three Little Pigs (BB): Sound words (huff, puff, slammed, knocked, whispered, bump, thump, splash)	
	6	About Me (RT): am, from, have, I, like, to	About Me (RT): read, run, ride, sing	
3	7	N/A	Comprehension Poster: first, next, then, now, last, soon, finally	
	8	N/A	N/A	
	9	Baby Animals (RT): come, good, here, I, see, what	N/A	
4	10	N/A	N/A	
	11	StartUp: is	The Enormous Watermelon (BB): Synonyms (enormous/gigantic; huge/large; pull/drag; bare/empty; little/tiny)	
	12	StartUp: a, has	N/A	
		We Like Fruit (RT): do, like, some, we, yes, you		
5	13	StartUp: a, is, has, man, pan, Sam, the	N/A	
	14	StartUp: a, and, has, is, of, see, the, with, for	Katy's First Day of School (BB): People, places, things at school (friends, teacher, principal, nurse, cafeteria, playground, office, books, lunch, pencils)	
		Katy's First Day of School (BB): am, it, like, said		
	15	StartUp: see, with, a, and, has, is, of, the	N/A	
		At School (RT): get, go, the, to, have		

RT (instruction with Reader's Theater Script)
 BB (instruction with Big Book)
 StartUp (instruction with StartUp Phonics Skill Bag Unit)

	Tier Three Words	Spelling Words
	Comprehension Poster: stated main idea, supporting details, ask questions	N/A
	What Are Some Rules at Home? (BB): citizens, healthy, respectful, responsibility, rules, safe	N/A
	With My Family (RT): brother, dad, mom, sister	N/A
	Comprehension Poster: analyze character, visualize, traits, feelings, changes, relationships, clues	N/A
	N/A	N/A
	N/A	StartUp Unit 1: am
	Comprehension Poster: identify sequence, determine text importance	StartUp Unit 2: am, Sam
	The Life Cycle of a Frog (BB): adult, animals, change, eggs, frog, life cycle, lungs, tadpole	StartUp Unit 3: am, Sam, mat, sat, Tam
	Baby Animals (RT): bunnies, kittens, lambs, puppies	StartUp Unit 4: man, Nat, mat, sat, Tam, tan
	Comprehension Poster: story elements, character(s), setting, problem, solution, summarize, synthesize	StartUp Unit 5: man, Nat, tan, am, in, sit
	N/A	StartUp Unit 6: man, mat, fan, fit, if, fin
	We Like Fruit (RT): apples, cherries, pears, watermelon	StartUp Unit 7: tin, fat, tap, pat, pin, sip
	Comprehension Poster: inferences, connections, clues, evidence	StartUp Unit 8: nap, fit, on, pot, mop, not
	N/A	StartUp Unit 9: pit, top, cat, can, cot, cap
	At School (RT): cafeteria, classroom, field, library	StartUp Unit 10: nip, can, hat, him, hit, hop

Benchmark Literacy Grade K

Vocabulary and Spelling Words By Unit and Week

Unit	Week	Tier One Words	Tier Two Words	
6	16	StartUp: a, and, has, is, of, see, the, with, for, no	N/A	
	17	StartUp: a, and, for, has, is, of, see, the, with, cannot	N/A	
	18	StartUp: a, are, and, for, no, has, have, is, of, see, the, cannot, with	N/A	
		In the Sea (RT): is, like, little, see, the, we		
7	19	StartUp: are, have, a, and, for, has, is, no, of, said, see, the, with	N/A	
	20	StartUp: have, said, no, I, me, you	Who's in the Shed? (BB): Adjectives (big, brown, fat, gray, little, old, pink, red, sleek, white)	
	21	StartUp: a, and, come, has, here, is, said, see, the, with, here, to	N/A	
		Farm Animals (RT): a, am, eat, I, who		
8	22	StartUp: I, for, go, is, look, me, my, said, the, he	Comprehension Poster: alike, also, both, however, same, while, different	
	23	StartUp: I, for, go, is, look, me, my, said, the	N/A	
	24	StartUp: and, are, come, go, of, put, see, want, with	N/A	
		People at School (RT): am, here, our, the, who, you		
9	25	StartUp: and, come, for, here, is, look, said, saw, she, the, this	Comprehension Poster: because, so, if...then, as a result	
	26	StartUp: do, he, like, look, now, she Teddy on the Move (BB): and, in, see, the	Teddy on the Move (BB): Words for moving fast (rush/rushes, dash/dashing, hurry, zips, running, moving)	
	27	StartUp: home, they, went, now, this, want, she, come	N/A	
		Look at It Go! (RT): can, go, look, make, we, what		
10	28	StartUp: good	N/A	
	29	StartUp: be, was, home, now, this, have, and, to, and, we	The Gingerbread Man (BB): Sequence words (next, then, finally, soon, last, after, later, second, during)	
	30	StartUp: there, then, out	N/A	
		Finding Shapes (RT): can, find, I, the, yes, you		

RT (instruction with Reader's Theater Script)
 BB (instruction with Big Book)
 StartUp (instruction with StartUp Phonics Skill Bag Unit)

	Tier Three Words	Spelling Words
	Comprehension Poster: summarize, fix-up, detail, big ideas, summary	StartUp Unit 11: hat, sap, bat, bib, bin, bit
	Animals in Their Habitats (BB): adapted, animals, beak, claws, habitats, shelter, temperature, webbed feet	StartUp Unit 12: bit, him, cup, nut, sun, but
	In the Sea (RT): clam, crab, snail, starfish	StartUp Unit 13: cup, hop, run, rat, rub, rip
	Comprehension Poster: predictions, inferences, clues, evidence	StartUp Unit 14: rap, cab, met, pen, let, ten
	N/A	StartUp Unit 15: men, bin, tag, get, beg, rug
	Farm Animals (RT): cow, duck, horse, pig	StartUp Unit 16: bag, pen, dig, had, red, did
	Comprehension Poster: compare, comparisons, contrast, determine text importance	StartUp Unit 17: bed, pat, wet, win, wig, wed
	Children Past and Present (BB): children, clothes, computer, future, past, present, school, tools	StartUp Unit 18: bag, dad, let, lap, lid, lip
	People at School (RT): bus driver, coach, nurse, teacher	StartUp Unit 19: lab, bin, job, jam, Jim, Jen
	Comprehension Poster: cause, effect, connections	StartUp Unit 20: led, bad, kiss, Kit, jam, Kim
	N/A	StartUp Unit 21: jog, but, yes, yap, yell, yet
	Look at It Go! (RT): boat, car, plane, rocket	StartUp Unit 22: yet, tip, vet, van, Val, hug
	Comprehension Poster: conclusions, inferences, clues, evidence	StartUp Unit 23: jam, bad, quit, yet, quip, quill
	The Gingerbread Man (BB): currant, peel	StartUp Unit 24: sip, did, mix, box, fox, wax
	Finding Shapes (RT): circle, rectangle, square, triangle	StartUp Unit 25: fox, quiz, zip, buzz, zap, fuzz

StartUp Phonics Skills—Grade K

Phonological and Letter Awareness Lessons

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5
Phonological Awareness Skill	<ul style="list-style-type: none"> • Listening • Rhyme recognition 	<ul style="list-style-type: none"> • Listening • Rhyme recognition 	<ul style="list-style-type: none"> • Listening • Rhyme recognition 	<ul style="list-style-type: none"> • Listening • Rhyme recognition 	<ul style="list-style-type: none"> • Listening • Rhyme recognition
Letter Recognition and Formation	Letter Discrimination <ul style="list-style-type: none"> • Stick letters 	Letter Discrimination <ul style="list-style-type: none"> • Straight sticks 	Letter Discrimination <ul style="list-style-type: none"> • Slanted sticks 	Letter Discrimination <ul style="list-style-type: none"> • Straight and slanted sticks 	Letter Discrimination <ul style="list-style-type: none"> • Review stick letters
Week 2	Day 1	Day 2	Day 3	Day 4	Day 5
Phonological Awareness Skill	<ul style="list-style-type: none"> • Listening • Rhyme recognition 	<ul style="list-style-type: none"> • Listening • Rhyme recognition 	<ul style="list-style-type: none"> • Listening • Rhyme recognition 	<ul style="list-style-type: none"> • Listening • Rhyme recognition 	<ul style="list-style-type: none"> • Listening • Rhyme recognition
Letter Recognition and Formation	Letter Discrimination <ul style="list-style-type: none"> • Circles and curves 	Letter Discrimination <ul style="list-style-type: none"> • Sticks and curves 	Letter Discrimination <ul style="list-style-type: none"> • Sticks and circles 	Letter Discrimination <ul style="list-style-type: none"> • Letters that look alike 	<ul style="list-style-type: none"> • Review letter discrimination
Week 3	Day 1	Day 2	Day 3	Day 4	Day 5
Phonological Awareness Skill	<ul style="list-style-type: none"> • Word discrimination • Rhyme recognition 	<ul style="list-style-type: none"> • Word discrimination • Concept of words 	<ul style="list-style-type: none"> • Listening • Rhyme recognition 	<ul style="list-style-type: none"> • Word discrimination • Concept of words 	<ul style="list-style-type: none"> • Word discrimination • Rhyme recognition
Letter Recognition and Formation	A	a	B	b	Cc
Week 4	Day 1	Day 2	Day 3	Day 4	Day 5
Phonological Awareness Skill	<ul style="list-style-type: none"> • Word discrimination • Rhyme recognition 	<ul style="list-style-type: none"> • Listening • Concept of words 	<ul style="list-style-type: none"> • Word discrimination • Concept of words 	<ul style="list-style-type: none"> • Word discrimination • Concept of words 	<ul style="list-style-type: none"> • Word discrimination • Concept of words
Letter Recognition and Formation	D	d	E	e	F
Week 5	Day 1	Day 2	Day 3	Day 4	Day 5
Phonological Awareness Skill	<ul style="list-style-type: none"> • Rhyme recognition • Concept of words 	<ul style="list-style-type: none"> • Word discrimination • Concept of sentences 	<ul style="list-style-type: none"> • Listening • Concept of sentences 	<ul style="list-style-type: none"> • Rhyme recognition • Concept of words 	<ul style="list-style-type: none"> • Listening • Producing rhyme
Letter Recognition and Formation	f	G	g	H	h

Week 6	Day 1	Day 2	Day 3	Day 4	Day 5
Phonological Awareness Skill	<ul style="list-style-type: none"> Producing rhyme Segmenting words by syllables 	<ul style="list-style-type: none"> Identifying rhyme Segmenting words by syllables 	<ul style="list-style-type: none"> Listening Segmenting words by syllables 	<ul style="list-style-type: none"> Segmenting initial sounds Identifying repeated sounds 	<ul style="list-style-type: none"> Segmenting initial sounds Segmenting compound words
Letter Recognition and Formation	li	J	j	Kk	L
Week 7	Day 1	Day 2	Day 3	Day 4	Day 5
Phonological Awareness Skill	<ul style="list-style-type: none"> Producing rhyme Segmenting compound words 	<ul style="list-style-type: none"> Producing rhyme Segmenting initial sounds 	<ul style="list-style-type: none"> Listening Producing rhyme 	<ul style="list-style-type: none"> Identifying rhyme Segmenting initial sounds 	<ul style="list-style-type: none"> Sound discrimination Segmenting words by syllables
Letter Recognition and Formation	l	M	m	N	n
Week 8	Day 1	Day 2	Day 3	Day 4	Day 5
Phonological Awareness Skill	<ul style="list-style-type: none"> Producing rhyme Segmenting initial sounds 	<ul style="list-style-type: none"> Sound discrimination Segmenting words into syllables 	<ul style="list-style-type: none"> Performing steps in a sequence Identifying rhyme 	<ul style="list-style-type: none"> Segmenting initial sounds Segmenting words by syllables 	<ul style="list-style-type: none"> Segmenting initial sounds Segmenting words into syllables
Letter Recognition and Formation	Oo	Pp	Q	q	R
Week 9	Day 1	Day 2	Day 3	Day 4	Day 5
Phonological Awareness Skill	<ul style="list-style-type: none"> Producing rhyme Segmenting words into syllables 	<ul style="list-style-type: none"> Blending syllables Segmenting initial sounds 	<ul style="list-style-type: none"> Blending syllables Segmenting words into syllables 	<ul style="list-style-type: none"> Sound discrimination Blending syllables 	<ul style="list-style-type: none"> Segmenting initial sounds Segmenting words into syllables
Letter Recognition and Formation	r	Ss	T	t	Uu
Week 10	Day 1	Day 2	Day 3	Day 4	Day 5
Phonological Awareness Skill	<ul style="list-style-type: none"> Producing rhyme Segmenting initial sounds 	<ul style="list-style-type: none"> Blending syllables Segmenting initial sounds 	<ul style="list-style-type: none"> Blending syllables Segmenting initial sounds 	<ul style="list-style-type: none"> Blending syllables Segmenting initial sounds 	<ul style="list-style-type: none"> Segmenting initial sounds Segmenting words by syllables
Letter Recognition and Formation	Vv	Ww	Xx	Yy	Zz

StartUp Phonics Skills—Grade K

Phonemic Awareness and Phonics Units

Unit/ Phonics Skill	Phonological Awareness Skill	Phonemic Awareness Skill	Sight Words	Spelling Words
1/Mm and Short Aa	listening for rhyme	<ul style="list-style-type: none"> initial /m/ medial /a/ 	N/A	am
2/Ss	listening for rhyme	<ul style="list-style-type: none"> initial /s/ listening for initial sounds 	N/A	am, Sam
3/Tt	listening for rhyme	<ul style="list-style-type: none"> initial /t/ listening for initial consonant sounds 	N/A	am, Sam, mat, sat, Tam
4/Nn	listening for rhyme	<ul style="list-style-type: none"> initial /n/ differentiating consonant sounds 	N/A	man, Nat, mat, sat, Tam, tan
5/Short Ii	listening for rhyme	<ul style="list-style-type: none"> medial /i/ differentiating medial sounds 	N/A	man, Nat, tan, am, in, sit
6/Ff	listening for rhyme	<ul style="list-style-type: none"> initial /f/ listening for initial consonants 	is	man, mat, fam, fit, if, fin
7/Pp	identifying and producing rhyme	<ul style="list-style-type: none"> initial /p/ blending and segmenting onset and rime 	a, has	tin, fat, tap, pat, pin, sip
8/Short Oo	identifying and producing rhyme	<ul style="list-style-type: none"> medial /o/ discriminating medial sounds 	the	nap, fit, on, pot, mop, not
9/Cc	identifying and producing rhyme	<ul style="list-style-type: none"> initial /k/ discriminating sounds 	and, of	pit, top, cat, can, cot, cap
10/Hh	identifying and producing rhyme	<ul style="list-style-type: none"> initial /h/ blending and segmenting onset and rime 	with, see	nip, can, hat, him, hit, hop
11/Bb	identifying and producing rhyme	<ul style="list-style-type: none"> initial /b/ identifying final consonants 	for, no	hat, sap, bat, bib, bin, bit
12/Short Uu	identifying and producing rhyme	<ul style="list-style-type: none"> initial and medial /u/ blending onset and rime 	cannot	bit, him, cup, nut, sun, but
13/Rr	identifying and producing rhyme	<ul style="list-style-type: none"> initial /r/ differentiating final consonants 	have, are	cup, hop, run, rat, rub, rip
14/Short Ee	identifying and producing rhyme	<ul style="list-style-type: none"> initial and medial /e/ segmenting and blending onset and rime 	said	rap, cab, met, pen, let, ten
15/Gg	identifying and producing rhyme	<ul style="list-style-type: none"> initial /g/ segmenting and blending onset and rime 	I, you, me	men, bin, tag, get, beg, rug

Unit/ Phonics Skill	Phonological Awareness Skill	Phonemic Awareness Skill	Sight Words	Spelling Words
16/Dd	identifying and producing rhyme	<ul style="list-style-type: none"> initial /d/ blending phonemes 	come, here, to	bag, pen, dig, had, red, did
17/Ww		<ul style="list-style-type: none"> initial /w/ blending phonemes blending and segmenting onset and rime 	my, look, he	bed, pat, wet, win, wig, wed
18/Ll		<ul style="list-style-type: none"> initial /l/ listening for initial consonant sounds blending and segmenting onset and rime 	go	bag, dad, let, lap, lid, lip
19/Jj		<ul style="list-style-type: none"> initial /j/ initial sound substitution blending and segmenting onset and rime 	put, want	lab, bin, job, jam, Jim, Jen
20/Kk		<ul style="list-style-type: none"> medial /k/ initial sound substitution blending and segmenting sounds 	this, she, saw	led, bad, kiss, Kit, jam, Kim
21/Yy		<ul style="list-style-type: none"> initial /y/ vowel substitution blending and segmenting sounds 	now, like, do	jog, but, yes, yap, yell, yet
22/Vv		<ul style="list-style-type: none"> initial /v/ vowel substitution blending and segmenting sounds 	home, they, went	yet, tip, vet, van, Val, hug
23/Qq		<ul style="list-style-type: none"> medial /kw/ initial sound substitution blending and segmenting sounds 	good	Jam, bad, quilt, yet, quip, quill
24/Xx		<ul style="list-style-type: none"> final /ks/ vowel substitution blending and segmenting sounds 	was, be, we	sip, did, mix, box, fox, wax
25/Zz		<ul style="list-style-type: none"> initial and final /z/ final sound substitution blending and segmenting sounds 	there, then, out	fox, quiz, zip, buzz, zap, fuzz

Grade K Recommended Trade Book Read-Aloud Titles*

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
1	Ask questions	Where's Spot?	Eric Hill	Realistic Fiction
1	Ask questions	From Caterpillar to Butterfly	Deborah Heiligman	Informational Nonfiction
1	Ask questions	Owl Moon	Jane Yolen	Realistic Fiction
1	Ask questions	Spotlight on Spiders	Densey Clyne	Informational Nonfiction
1	Ask questions	Click Clack Moo: Cows That Type	Doreen Cronin	Animal Fantasy
1	Ask questions	From Seed to Plant	Gail Gibbons	Informational Nonfiction
2	Visualize	Good Dog, Carl	Alexandra Day	Realistic Fiction/Animal Fantasy
2	Visualize	About Insects	Cathryn Sill	Informational Nonfiction
2	Visualize	Napping House	Audrey Wood	Fantasy
2	Visualize	Hush! A Thai Lullaby	Mintong Ho	Realistic Fiction
2	Visualize	Quiet, Please	Eve Merrian	Realistic Fiction
2	Visualize	Sea Squares	Joy N. Hulme	Nonfiction
3	Determine text importance	Secret Signs: Escape Through the Underground Railroad	Anita Riggio	Historical Fiction
3	Determine text importance	The Important Book	Margaret Wise Brown	Informational Nonfiction
3	Determine text importance	Mike Mulligan and His Steam Shovel	Virginia Lee Burton	Realistic Fiction
3	Determine text importance	Animals Nobody Loves	Seymour Simon	Informational Nonfiction
3	Determine text importance	The Wednesday Surprise	Eve Bunting	Realistic Fiction
3	Determine text importance	Mountains	Seymour Simon	Informational Nonfiction
4	Summarize & synthesize	Froggy Gets Dressed	Jonathan London	Realistic Fiction/Animal Fantasy
4	Summarize & synthesize	An Octopus Is Amazing	Patricia Lauber	Informational Nonfiction
4	Summarize & synthesize	Mouse Count	Ellen Stoll Walsh	Color Concepts/Math Concepts
4	Summarize & synthesize	Doctor	Heather Miller	Informational Nonfiction
4	Summarize & synthesize	Too Many Pears	Jackie French	Animal Fantasy
4	Summarize & synthesize	Me and My Amazing Body	Joan Sweeney	Informational Nonfiction
5	Make connections	Goodnight Moon	Margaret Wise Brown	Realistic Fiction
5	Make connections	About Birds: A Guide for Children	Cathryn Sill	Informational Nonfiction
5	Make connections	Little Bear's Visit	Else Holmelund Minarik	Realistic Fiction/Animal Fantasy
5	Make connections	Fall	Tanya Thayer	Informational Nonfiction
5	Make connections	Hooray for Snail	John Stadler	Realistic Fiction/Animal Fantasy
5	Make connections	Zookeeper	Heather Miller	Informational Nonfiction

*All titles are based on the recommended read-aloud lists of Linda Hoyt, Fountas & Pinnell, Stephanie Harvey, Making Meaning, and Booksource.

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
6	Fix-up monitoring	Mouse Paint	Ellen Stoll Walsh	Color Concepts
6	Fix-up monitoring	Snow	Andy Owen	Informational Nonfiction
6	Fix-up monitoring	Lilly's Purple Plastic Purse	Kevin Henkes	Realistic Fiction/Animal Fantasy
6	Fix-up monitoring	Monarchs	Kathryn Lasky	Informational Nonfiction
6	Fix-up monitoring	My Friend Rabbit	Eric Rohmann	Realistic Fiction/Animal Fantasy
6	Fix-up monitoring	Dogs	Seymour Simon	Informational Nonfiction
7	Make inferences	No, David	David Shannon	Realistic Fiction
7	Make inferences	City Signs	Zoran Milich	Informational Nonfiction
7	Make inferences	Five Minutes' Peace	Jill Murphy	Realistic Fiction/Animal Fantasy
7	Make inferences	How Are You Peeling? Foods with Moods	Saxton Freymann	Realistic Fiction
7	Make inferences	Farmer Duck	Martin Waddell	Realistic Fiction/Animal Fantasy
7	Make inferences	Bugs Are Insects	Anne Rockwell	Informational Nonfiction
8	Determine text importance	Frederick	Leo Lionni	Realistic Fiction/Animal Fantasy
8	Determine text importance	I Have a Dream	Dr. Martin Luther King, Jr.	Informational Nonfiction
8	Determine text importance	The Stray Dog	Marc Simont	Realistic Fiction
8	Determine text importance	Planet Earth/Inside Out	Gail Gibbons	Informational Nonfiction
8	Determine text importance	The Grouchy Ladybug	Eric Carle	Realistic Fiction/Animal Fantasy
8	Determine text importance	The Post Office Book: Mail and How It Moves	Gail Gibbons	Informational Nonfiction
9	Make connections	Knuffle Bunny: A Cautionary Tale	Mo Willems	Realistic Fiction
9	Make connections	What Color Is Nature?	Stephen Swinburne	Informational Nonfiction
9	Make connections	Charlie Anderson	Barbara Abercrombie	Realistic Fiction
9	Make connections	Friends at School	Rochelle Bunnett	Informational Nonfiction
9	Make connections	Frog and Toad Together	Arnold Lobel	Realistic Fiction/Animal Fantasy
9	Make connections	Bread, Bread, Bread	Ann Morris	Informational Nonfiction
10	Make inferences	Olivia	Ian Falconer	Realistic Fiction/Animal Fantasy
10	Make inferences	Mama: A True Story	Jeanette Winter	Realistic Fiction/Animal Fantasy
10	Make inferences	Billy and Milly, Short and Silly	Eve Feldman	Realistic Fiction
10	Make inferences	Spots: Counting Creatures from Sky to Sea	Carolyn Lesser	Informational Nonfiction
10	Make inferences	Sit, Truman!	Dan Harper	Realistic Fiction
10	Make inferences	Gorillas	Seymour Simon	Informational Nonfiction

Overview

Grade 1

Skills & Strategies

Whole-Group Mini-Lesson Strategies and Skills—Grade 1

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Phonics Workshop (Review and new skills for Phonemic Awareness and Phonics)
<ul style="list-style-type: none"> Ask Questions Identify Stated Main Idea & Supporting Details 	1.1	1	Ask questions	<ul style="list-style-type: none"> Comprehension Anchor Posters: Ask questions/Identify stated main idea & supporting details 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Initial l-family blends Segment onset and rime
	1.2	2	Ask questions	<ul style="list-style-type: none"> Big Book: <i>Habitats Around the World</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Initial r-family blends Blend onset and rime Blend and segment phonemes
	1.3	3	Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Old MacDonald's Noisy Farm</i> Fluency Poster: Speed/Pacing—Fast, Slow, Varied 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Initial s-family blends Sound substitution
<ul style="list-style-type: none"> Visualize Analyze Character 	2.1	4	Visualize	<ul style="list-style-type: none"> Comprehension Anchor Posters: Visualize/Analyze character 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Final s-family blends Identify final sounds Blend onset and rime
	2.2	5	Visualize	<ul style="list-style-type: none"> Big Book: <i>The Three Billy Goats Gruff</i> (Fiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify final sounds Blend and segment onset and rime Initial sound substitution
	2.3	6	Visualize/Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Old Mother Hubbard's Hungry Family</i> Fluency Poster: Pausing—Short Pause 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Identify final sounds (consonant clusters) Blend and segment onset and rime Initial sound substitution
<ul style="list-style-type: none"> Determine Text Importance Identify Sequence of Events 	3.1	7	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance/Identify sequence of events 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify 3-letter blends Blend and segment phonemes Initial sound substitution
	3.2	8	Determine text importance	<ul style="list-style-type: none"> Big Book: <i>The Life Cycle of a Butterfly</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify long a Medial sound substitution Differentiate medial sounds
	3.3	9	Determine text importance/Visualize	<ul style="list-style-type: none"> Reader's Theater: <i>Baa Baa Black Sheep Sells Her Wool</i> Fluency Poster: Pausing—Full Stop 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Identify long o Medial sound substitution Differentiate medial sounds
<ul style="list-style-type: none"> Summarize & Synthesize Analyze Story Elements 	4.1	10	Summarize & synthesize	<ul style="list-style-type: none"> Comprehension Anchor Posters: Summarize & synthesize/Analyze story elements 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify long i Medial sound substitution Differentiate medial sounds
	4.2	11	Summarize & synthesize	<ul style="list-style-type: none"> Big Book: <i>The Little Red Hen</i> (Fiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify ending vowel Blend and segment phonemes Identify final sounds
	4.3	12	Summarize & synthesize/Determine text importance	<ul style="list-style-type: none"> Reader's Theater: <i>Looking for the Muffin Man</i> Fluency Poster: Inflection/Intonation—Pitch 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Identify final sounds /k/ Identify medial sounds Final sound substitution
<ul style="list-style-type: none"> Make Connections Make Inferences 	5.1	13	Make connections	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make connections/Make inferences 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify initial and final digraph sounds Differentiate final sounds Initial sound substitution
	5.2	14	Make connections	<ul style="list-style-type: none"> Big Book: <i>Life in a Suburban Community</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify initial sounds Differentiate final sounds Initial sound substitution
	5.3	15	Make connections/Summarize & synthesize	<ul style="list-style-type: none"> Reader's Theater: <i>Humpty Dumpty's Fall</i> Fluency Poster: Inflection/Intonation—Volume 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Identify long vowel sounds Differentiate long vowel sounds Medial sound substitution

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Phonics Workshop (Review and new skills for Phonemic Awareness and Phonics)
<ul style="list-style-type: none"> Fix-Up Monitoring Summarize Information 	6.1	16	Fix-up monitoring	<ul style="list-style-type: none"> Comprehension Anchor Posters: Fix-up monitoring/Summarize information 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify long o vowel sounds Differentiate long vowel sounds Medial sound substitution
	6.2	17	Fix-up monitoring	<ul style="list-style-type: none"> Big Book: <i>Needs Past and Present</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify long e vowel sounds Differentiate long vowel sounds Medial sound substitution
	6.3	18	Fix-up monitoring/ Make connections	<ul style="list-style-type: none"> Reader's Theater: <i>Hickory Dickory Dock; or, Go, Mouse, Go!</i> Fluency Poster: Inflection/Intonation—Stress 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Identify long i vowel sounds Blend and segment phonemes Initial sound substitution
<ul style="list-style-type: none"> Make Inferences Make Predictions 	7.1	19	Make inferences	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make inferences/Make predictions 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify final vowel sounds Final sound substitution
	7.2	20	Make inferences	<ul style="list-style-type: none"> Big Book: <i>The Three Shapely Pigs</i> (Fiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify medial sounds (variant vowels) Differentiate medial sounds Medial sound substitution
	7.3	21	Make inferences/ Fix-up monitoring	<ul style="list-style-type: none"> Reader's Theater: <i>Lunch with Little Miss Muffet</i> Fluency Poster: Phrasing—High-Frequency Word Phrases 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Identify medial sounds (variant vowels) Differentiate medial sounds Medial sound substitution
<ul style="list-style-type: none"> Determine Text Importance Compare & Contrast 	8.1	22	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance/Compare & contrast 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify medial sounds (variant vowels) Initial sound substitution
	8.2	23	Determine text importance	<ul style="list-style-type: none"> Big Book: <i>Plants and the Seasons</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify r-controlled vowels Identify final sounds Final sound substitution
	8.3	24	Determine text importance/ Make inferences	<ul style="list-style-type: none"> Reader's Theater: <i>Bear Goes Over the Mountain</i> Fluency Poster: Expression—Anticipation and Mood 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Identify r-controlled vowels Identify final sounds Final sound substitution
<ul style="list-style-type: none"> Make Connections Identify Cause & Effect 	9.1	25	Make connections	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make connections/Identify cause & effect 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify medial sounds (variant vowels) Blend and segment phonemes Initial sound substitution
	9.2	26	Make connections	<ul style="list-style-type: none"> Big Book: <i>What Are Some Rules at School?</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify medial sounds (variant vowels) Medial sound substitution
	9.3	27	Make connections/ Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Itsy Bitsy Spider Climbs Again</i> Fluency Poster: Expression—Characterization and Feelings 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Identify medial sounds (variant vowels) Medial sound substitution
<ul style="list-style-type: none"> Make Inferences Draw Conclusions 	10.1	28	Make inferences	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make inferences/Draw conclusions 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify medial sounds (diphthongs) Medial sound substitution
	10.2	29	Make inferences	<ul style="list-style-type: none"> Big Book: <i>Plants in Their Habitats</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Identify medial sounds (diphthongs) Medial sound substitution
	10.3	30	Make inferences/ Visualize	<ul style="list-style-type: none"> Reader's Theater: <i>Mary Has a Little Lamb</i> Fluency Poster: Expression—Dramatic Expression 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Listen for soft consonant sounds Blend and segment phonemes Initial sound substitution

Small-Group Leveled Text Strategies and Skills—Grade 1

Title	Unit	Letter Level	Number Level	Content Area	Comprehension	Phonemic Awareness Skill	
Soft and Hard	1	C	3	Science	identify main idea and supporting details	listen for short o	
A Pair of Babies	1	C	4	Math	identify main idea and supporting details	onset and rime	
Telling Time	1	D	5	Math	identify main idea and supporting details	identify initial sounds in words	
Safety Signs	1	D	6	Social Studies	identify main idea and supporting details	identify final sounds in words	
Cones All Around	1	E	7	Math	identify main idea and supporting details	listen for initial p	
A Community Has Homes	1	E	8	Social Studies	identify main idea and supporting details	digraph sh (shelter)	
Our Money	1	F	9	Math	identify main idea and supporting details	segment and blend sounds	
Water Goes Up! Water Comes Down!	1	F	10	Science	identify main idea and supporting details	blend syllables	
How Does a Cactus Grow?	1	G	11	Science	identify main idea and supporting details	N/A	
Plants	1	G	12	Science	identify main idea and supporting details	initial sound substitution	
Fun with Fives	1	H	13	Math	identify main idea and supporting details	N/A	
Riches from Nature	1	H	14	Science	identify main idea and supporting details	segment onset and rime	
Where Are We?	1	I	15	Social Studies	identify main idea and supporting details	N/A	
Children as Young Scientists	1	I	16	Science	identify main idea and supporting details	segment and blend phonemes	
Erosion	1	J	18	Science	identify main idea and supporting details	N/A	
No, Tim!	2	C	3	Fiction Social Studies	analyze character	initial and final d	
Bill's First Day	2	C	4	Fiction Social Studies	analyze character	initial and final l	
Farm Alarm	2	D	5	Fiction Math	analyze character	identify medial sounds in words	
The Yard Sale	2	D	6	Fiction Math	analyze character	initial s	
The Hungry Fox	2	E	7	Fiction Science	analyze character	blend syllables	

	Phonics Skill	Word Study	High Frequency Words	Academic Content Vocabulary	Writing Lesson
	short o	N/A	a; is; not	soft; hard	write to a picture prompt
	consonant b	periods	you; are; at	words for baby animals	summary sentences
	initial medial and final t short e	irregular verbs	from; look; new; what	identify parts of a watch	write a story detail
	CVCe patterns with long i word family -ight	capital letters	this; has; that	words about safety signs	summary sentences
	initial /p/	N/A	you; can; see; a; is	cones	write to a picture prompt
	digraph sh (shelter)	N/A	live; in; some; have; on	apartments, community, homes, houseboats, huts, mobile homes, shelter, stilts, tents	write to a picture prompt
	s-family blends l-family blends	homographs	when; some; get	words for using money	main idea paragraph
	diphthong /ou/ s-family blends	compound words	air; never; again	water words	main idea paragraph
	l-family blends	irregular plurals	night; some; are; is; a	plants; cactus; cacti; seeds; seedling; trunk; arms; spines; skin; fruit	write to a picture prompt; write to a text prompt
	r-family blends diphthong /ou/	plurals: changing f to v	water; grow; their	words associated with plants	writing main idea
	variant vowel /ar/	plurals	follow	count; five; groups; pattern; pencils; scissors; rulers; mark- ers; total	write to a picture prompt; write to a text prompt
	diphthong /oi/ digraph ck	compound words	Earth; care; help	nature words	main idea paragraph
	digraphs th, wh	antonyms	almost	buildings; map; states; streets; route; town; straight; left; right; park; store; library	write to a picture prompt; write to a text prompt
	silent k, w consonant cluster -nk	-ly suffix	again; know; must	science words	main idea paragraph
	final blend -nd CVCe pattern	comparatives	N/A	erosion words	main idea paragraph
	initial and final /d/	N/A	a; do; mom; no; not; on; play; put; said; sit; the	bed; ball; TV; skateboard; guitar; pizza; cookie	write to a picture prompt
	initial and final /l/	N/A	a; and; at; get; he; help; l; is; like; make; new; our; play; said; she; the; this; to; was; went; when; will; you	librarian; coach; cook; nurse; principal; school; library; gym; cafeteria; office; classroom	write to a picture prompt
	long e consonant sound z	exclamation points and periods	did; got; went	farm animals	write about farm animals
	initial /s/	N/A	a; and; can; get; go; have; here; l; in; is; like; mom; on; over; put; said; she; some; the; they; this; too; was; what; will; you	yard; nickel; quarter; pennies; sale	write to a picture prompt
	word family -ack digraph oa	quotation marks in dialogue	some; other; said	farm words	write sentences about a story

Small-Group Leveled Text Strategies and Skills—Grade 1

Title	Unit	Letter Level	Number Level	Content Area	Comprehension	Phonemic Awareness Skill	
Not Now, Sam	2	E	8	Fiction Social Studies	analyze character	identify medial sounds in words	
Rocket Ship Shapes	2	F	9	Fiction Math	analyze character	differentiate final sounds	
Big Ben Helps the Town	2	F	10	Fiction Math	analyze character	N/A	
Sam Finds the Way	2	G	11	Fiction Social Studies	analyze character	N/A	
Paul Bunyan	2	G	12	Fiction Math	analyze character	segment and blend phonemes	
A Rainbow Party	2	H	13	Fiction Math	analyze character	differentiate medial consonant sounds	
The Very Mean King	2	H	14	Fiction Social Studies	analyze character	manipulate medial sounds	
Shrimp Joins the Team	2	I	15	Fiction Social Studies	analyze character	manipulate final sounds	
Miss Keen Needs Help	2	I	16	Fiction Social Studies	analyze character	N/A	
Benjamin Franklin	2	J	18	Biography	analyze character	N/A	
Growing a Plant	3	C	3	How To	identify sequence of events	final consonant sounds	
Make a Bird Feeder	3	C	4	How To	identify sequence of events	rhyming words	
My Beach Bag	3	D	5	Math	identify sequence of events	listen for initial b	
Make a Safety Puppet	3	D	6	How To	identify sequence of events	count the number of syllables in words	
Communication Then and Now	3	E	7	Social Studies	identify sequence of events	initial /k/ spelled c	
Measuring Time	3	E	8	Math	identify sequence of events	segment syllables	
Watch a Frog Grow	3	F	9	Science	identify sequence of events	initial r-family blends	
Counting Stars	3	F	10	Math	identify sequence of events	manipulate initial sounds	
Cleaning My Room	3	G	11	Math	identify sequence of events	manipulate final sounds	
A Trip to the Market	3	G	12	Fiction Social Studies	identify sequence of events	delete initial sounds	
Watch a Butterfly Grow	3	H	13	Science	identify sequence of events	y as a vowel	
Maggie Makes Macaroni	3	H	14	Fiction Science	identify sequence of events	manipulate medial sounds	

	Phonics Skill	Word Study	High Frequency Words	Academic Content Vocabulary	Writing Lesson
	long o digraph sh	-ed ending (verbs)	here; would; over	things Rosa can do with the baby, things she can do with Sam, and things she can do with both	write sentences about character
	work with long a (CVCe)	work with inflectional ending -ed	N/A	identify words related to shapes	use a beginning, middle, and end
	CVCe long i	plurals	fix(ed)	crib; deer; plants; pond; river; wagon; took away; count; baby; bags; garden; trees; logs	write to a picture prompt; write to a text prompt
	initial l-family blends	antonyms	ready	city; forest; landforms; mountains; river; snow; winter; places; south; sea; beach	write to a picture prompt; write to a text prompt
	identify r-controlled o	work with comparatives	N/A	identify words for measurements	use descriptive language
	identify r-controlled vowels	work with contractions	N/A	identify words related to birthday parties	use a clear sequence
	hard and soft c and g	work with action words	N/A	identify words for emotions	use dialogue
	work with digraph ea	work with apostrophes	N/A	identify homophones	use dialogue
	long e digraphs	adjectives	point(s)	buddy; desk; empty; library; volunteer; worried; help	write to a picture prompt; write to a text prompt
	vowels with r CVC/CCVC syllable patterns	homographs	N/A	words about Benjamin Franklin	write a summary
	initial consonant s	N/A	in; the; put	plants in a pot	sequential sentences
	initial p	N/A	you; can; make	materials for making a bird feeder	summary sentences
	initial /b/	N/A	I; will; put	count	write to a picture prompt
	initial h	-s ending (plural)	they; can; work	safety words	factual sentences
	initial /k/ spelled c	N/A	do; you; then; people; made	books, communicate, computers, e-mails, newspapers, phone, pictures, radios, televisions	write to a picture prompt
	final blend -nd short and long digraph ea	questions	know; long; after	times of day	summary sentences
	initial r-family blends	plurals	inside	eggs; frog; hatch; jump; swim; tadpole; pond; water; legs; lungs; air; tail	write to a picture prompt; write to a text prompt
	Word family -ight y as a vowel	words that tell when	many; these; there	words about stars	sequential paragraph
	diphthong oy variant vowel oo	past tense verbs	better; work; great	cleaning words	sequential paragraphs
	identify long i (CVCe)	work with ending -ing	N/A	identify words related to markets	use a beginning, middle, and ending
	y as a vowel	compound words	grow(ing)	butterfly; caterpillar; eggs; pupa; sheds; stage; hatches; eats; grows; skin; tongue; cycle	write to a picture prompt; write to a text prompt
	identify digraph ch	work with action verbs	N/A	Identify homographs	put steps in order

Small-Group Leveled Text Strategies and Skills—Grade 1

Title	Unit	Letter Level	Number Level	Content Area	Comprehension	Phonemic Awareness Skill	
From Farm to Table	3	I	15	Social Studies	identify sequence of events	N/A	
What Are My Chances?	3	I	16	Math	identify sequence of events	segment and blend onset and rime	
Cotton Plant to Cotton Shirt	3	J	18	Social Studies	identify sequence of events	N/A	
A Party for Rabbit	4	C	3	Fiction Math	analyze story elements	words with the same middle sound	
Tim the Tortoise	4	C	4	Fiction Math	analyze story elements	words that start with t	
Fox in the Forest	4	D	5	Fiction Science	analyze story elements	initial w	
Rainy Day, Sunny Day	4	D	6	Fiction Science	analyze story elements	segment and blend sounds in words	
Ed Makes Shapes!	4	E	7	Fiction Math	analyze story elements	segment and blend sounds in words	
Garden Lunch	4	E	8	Fiction Science	analyze story elements	listen for initial k	
Little Lion	4	F	9	Fiction Science	analyze story elements	differentiate medial sounds	
Counting Clues	4	F	10	Fiction Math	analyze story elements	differentiate initial sounds	
Unlucky Stanley	4	G	11	Fiction Math	analyze story elements	differentiate medial sounds	
The Race to Recycle	4	G	12	Fiction Science	analyze story elements	differentiate medial sounds	
Everyone Clapped for Jason	4	H	13	Fiction Social Studies	analyze story elements	segment and blend phonemes	
See You in Spring	4	H	14	Fiction Science	analyze story elements	open vowels	
The Lost Pirate	4	I	15	Fiction Social Studies	analyze story elements	CVCe long a	
A Throne for the King	4	I	16	Fiction Math	analyze story elements	blend and segment phonemes	
The Missing Parrot	4	J	18	Fiction Social Studies	analyze story elements	N/A	
Add the Animals	5	C	3	Math	make inferences	/i/	
What Is the Season?	5	C	4	Science	make inferences	initial /s/ (season, seeds, sun)	

	Phonics Skill	Word Study	High Frequency Words	Academic Content Vocabulary	Writing Lesson
	long e digraphs	base words	a; carries; the; people; use	buy; harvest; mill; vegetables	write to a picture prompt; write to a text prompt
	digraph ck digraph ch	-ed ending (past-tense verbs)	pick; left; other	words of chance	sequential paragraph
	consonant blend -ft l-family blends	describing words	N/A	words related to cotton production	sequential paragraph
	hard c	N/A	she; he; took	party food	summary sentences
	initial medial and final t initial s	N/A	into; over; yes	identify names of patterns	write sentences about predictions
	initial /w/	N/A	live; new; a; all; an; and; are; come; do; he; here; I; in; play; said; some; the; they; to; too; went; will; you	forest; porcupine; owl; fox; live; new	write to a picture prompt
	long a word family -ew	-ed ending	got; were; came	clothes for different kinds of weather	write sentences about the story
	medial long a short o	quotation marks in dialogue	today; very; people; good	identify phrases that tell what Ed did	describe an action
	recognize initial c in words	N/A	ask; need; a; and; are; around; big; by; eat; every; for; from; get; go; had; have; he; help; I; in; into; little; look; not; now; of; our; out; people; ran; said; saw; some; the; them; they; to; want; we; went; when; will	garden; spinach; vegetables; watermelon; lunch	write to a picture prompt
	identify l-family blends (bl, fl, gl)	identify naming words	N/A	work with color words	use describing words
	identify diphthong /ou/	identify verbs with ed	N/A	identify words for adding and subtracting	use a beginning, middle, and ending
	work with silent letters	use prefix un-	N/A	identify opposites	use dialogue to show character traits
	identify sounds for oo	work with opposites	N/A	identify words related to recycling	use dialogue to show character traits
	identify CVCe patterns	work with the -ing ending	N/A	identify words that describe hobbies or talents	use a beginning, middle, and ending
	open vowels	homonyms	picture(s)	cave; dreams; mailbox; spring; winter; yawned; summer; fall; weather	write to a picture prompt; write to a text prompt
	CVCe long a	contractions	watch(ed)	beach; loot; map; paths; pirate; row; boat; straight; right; shapes; lines	write to a picture prompt; write to a text prompt
	identify variant vowel /oo/	work with irregular verbs	N/A	identify words associated with fairy tales	use a beginning, middle, and ending
	N/A	analyze dialogue/use heteronyms	N/A	select words to describe Carlos and Ana's neighborhood	use describing words for characters
	short i	N/A	see; in; all	animals in different places	summary sentences
	use first-letter cues to solve words recognize words with initial s	N/A	look; at; the; in; on	ground, leaves, rain, season, seeds, snow, squirrel, sun, tree	write to a picture prompt

Small-Group Leveled Text Strategies and Skills—Grade 1

Title	Unit	Letter Level	Number Level	Content Area	Comprehension	Phonemic Awareness Skill	
My Grandma	5	D	5	Social Studies	make inferences	identify words	
Playground Fun	5	D	6	Science	make inferences	listen for short vowel sounds in the middle of words	
Neighbors at Work	5	E	7	Social Studies	make inferences	words with the same ending sound	
Marta's Cupcake Problem	5	E	8	Fiction Math	make inferences	number of syllables	
Jake's Sleepover	5	F	9	Fiction Social Studies	make inferences	differentiate final sounds	
How Raven Became Black and Owl Got Its Spots	5	F	10	Fiction Social Studies	make inferences	differentiate medial sounds	
Jacques Cousteau	5	G	11	Biography	make inferences	segment onset and rime	
Looking for Patterns	5	G	12	Math	make inferences	segment and blend onset and rime	
John James Audubon	5	H	13	Biography	make inferences	manipulate final sounds	
Number Games	5	H	14	Math	make inferences	manipulate initial sounds	
A Seat on the Bus	5	I	15	Social Studies	make inferences	blend and segment phonemes	
Peaches All The Time	5	I	16	Social Studies	make inferences	initial sound substitution	
Grandma Moses	5	J	18	Biography	make inferences	N/A	
Using Numbers at Work	6	C	3	Career	summarize information	rhyming	
Farm Work	6	C	4	Science	summarize information	number of syllables	
Ducklings Grow Up	6	D	5	Science	summarize information	listen for initial d	
Vote!	6	D	6	Social Studies	summarize information	initial /v/ (vote)	
Making a Rabbit with Shapes	6	E	7	Math	summarize information	identify medial sounds in words	
Helping Animals	6	E	8	Social Studies	summarize information	listen for short i	
Laura Ingalls Wilder	6	F	9	Biography	summarize information	manipulate initial sounds	
Counting Insects	6	F	10	Math	summarize information	segment onset and rime	
Your Body	6	G	11	Science	summarize information	segment and blend phonemes	
What Is a Good Citizen?	6	G	12	Social Studies	summarize information	final consonant clusters	
Patterns in Nature	6	H	13	Math	summarize information	delete initial sounds in words	
Doing My Job	6	H	14	Social Studies	summarize information	segment onset and rime	

	Phonics Skill	Word Study	High Frequency Words	Academic Content Vocabulary	Writing Lesson
	initial medial and final m consonant blend gr-	periods	this; is; when	words to describe a grandparent	summary sentences
	CVCe pattern digraph ch	compound words	myself; went; down	playground words	summary sentences
	initial and medial short i long a	present tense verbs	today; live; many; work	identify jobs	describe a character
	initial, medial, and final n vowel y	quotation marks in dialogue	know; ask; which; need	survey friends for preferences	write about a character
	identify long i (CVCe)	work with possessives	N/A	identify words associated with families	use interesting conclusions
	work with digraph th	work with comparatives	N/A	identify similes	use vivid details
	vowel digraphs ea ee CVCe pattern (long i)	words that tell where	could; about; long	words related to the sea	writing an interview
	CVCe pattern digraph ea	compound words	things; find; walk	words related to patterns	summary paragraph
	vowel digraph ow CVCe pattern	words that tell what kind or how many	been; done; never	word related to birds	write a summary
	work with variant vowel /ô/	identify verbs that help describe	N/A	identify words related to adding and subtracting	provide details
	work with variant vowel /oo/	work with prefix un-	N/A	identify words to describe people	use questions as leads
	digraph ai y as a vowel	compound words	know; must; grow	farming words	cause and effect paragraph
	consonant digraph ch r-controlled er	adjectives	N/A	painting words	writing descriptions
	short a	N/A	I; am; a	people who work with numbers	summary sentences
	initial f	N/A	who; will; get	farm animals	summary sentences
	initial /d/	N/A	look; at; the; can	bigger	write to a picture prompt
	use final-letter cues to solve words recognize words with initial v	N/A	we; can; this; on	leader, partners, rules, school, vote, woman	write to a picture prompt
	medial long a word building	giving directions	first; now; use; then	identify names of shapes	write a descriptive sentence
	short i	N/A	can; help; a; gives	help; need	write to a picture prompt
	CVCe pattern long vowel sounds y as a vowel	past tense verbs -ed ending	that; what; very	wagon; dugout; log; home; oxen	write a summary
	diphthong /ou/ long ea digraph	phrases that tell where	above; live; find	insect words	summary paragraph
	digraph ee variant vowel oo	qualifying adjectives	grow; good; many	parts of the human body	summary paragraph
	final consonant clusters	synonyms	outside	citizen; clean; friend; help; honest; school; rules; country; land; home; pets	write to a picture prompt; write to a text prompt
	work with digraph ea	identify compound words	N/A	identify words related to patterns	use examples
	long and short ea digraphs s-family blends	-ing endings	school; carry; after	jobs	summary paragraph

Small-Group Levelled Text Strategies and Skills—Grade 1

Title	Unit	Letter Level	Number Level	Content Area	Comprehension	Phonemic Awareness Skill	
Do Plants Grow Under Water?	6	I	15	Science	summarize information	N/A	
The Inupiaq Live Here	6	I	16	Social Studies	summarize information	segment and blend phonemes	
Ants	6	J	18	Science	summarize information	N/A	
With My Mom and Dad	7	C	3	Social Studies	make predictions	onset and rime	
Patterns at the Beach	7	C	4	Math	make predictions	recognize words with the same ending sound	
In the Forest	7	D	5	Science	make predictions	short a (animals, ants, can, grass, plants)	
Water	7	D	6	Science	make predictions	listen for long vowel sounds	
Animal Worlds	7	E	7	Science	make predictions	listen for words with /g/	
Sorting at the Nature Center	7	E	8	Fiction Math	make predictions	initial b	
Ocean Animals	7	F	9	Science	make predictions	segment onset and rime	
Ready for Fall	7	F	10	Fiction Science	make predictions	N/A	
School Trip Estimation	7	G	11	Math	make predictions	N/A	
The Lemonade Stand	7	G	12	Math	make predictions	segment and blend onset and rime	
Caterpillar Can't Wait!	7	H	13	Fiction Science	make predictions	recognize words with initial l-family blends	
Dollars and Cents	7	H	14	Math	make predictions	N/A	
At the Circus	7	I	15	Math	make predictions	final consonant clusters	
In a Tropical Rain Forest	7	I	16	Science	make predictions	N/A	
The Mystery of the Missing Cookies	7	J	18	Fiction Math	make predictions	N/A	
Thanksgiving Then and Now	8	C	3	Social Studies	compare and contrast	rhyming	
Sorting at the Park	8	C	4	Math	compare and contrast	initial b	
Going Faster	8	D	5	Social Studies	compare and contrast	initial /w/ (walk, we, went, work)	
Old School, New School	8	D	6	Social Studies	compare and contrast	segment phonemes in words	

	Phonics Skill	Word Study	High Frequency Words	Academic Content Vocabulary	Writing Lesson
	long o digraphs	adjectives	air; can; grow; in; need	plants; lake; river; ocean; roots; stems; leaves; float	write to a picture prompt; write to a text prompt
	work with hard and soft c	use phrases that tell when	N/A	identify words about living in a cold climate	write captions
	variant vowel /âr/ consonant +le	comparatives	N/A	words about ants	summary paragraph
	initial b	N/A	with; my; mom	place words	summary sentences
	initial and final l final s	N/A	look; they; we	identify things related to the beach	write about objects with patterns
	use middle-letter cues to solve words recognize words with short a	N/A	are: this; is; a; big; little	animals, ants, birds, flowers, forest, frog, grass, hawk, home, leaves, plants, porcupine, red fox, trees, woodpecker	write to a picture prompt
	digraph ea consonant blend pl	compound words	here; is; our	water words	factual sentences
	hard and soft g digraph ea	describing words	they; what; this	places where animals live	factual sentences
	initial /b/	N/A	some	sort; plants; animals; chart; notebook; path; pond; nature center	write to a picture prompt
	open vowel pattern digraph sh	-s ending (plurals)	some; water; help	ocean words	summary paragraph
	final s-family blends	context clues	onto	branches; fall; leaves; nest; summer; wind; cool; warm	write to a picture prompt; write to a text prompt
	y as a vowel	context clues	long; how; many; the; is; about	estimates; count	write to a picture prompt; write to a text prompt
	final blend -nk vowel sound /o/	words that tell how	gave; great; best	words associated with a lemonade stand	sequential paragraph
	recognize words with initial l-family blends	adjectives	grew	butterfly; caterpillar; leaf; pupa; shed; snail; skin; silk; shell	write to a picture prompt; write to a text prompt
	soft c	homophones	different; the; wants; to; the; has	cent; coins; dime; dollar; nickel; penny; quarter	write to a picture prompt; write to a text prompt
	final consonant clusters	compound words	watch(es); looks; at; the; is; about	estimate; guess; compares	write to a picture prompt; write to a text prompt
	initial r-family blends	use synonyms	a; is; live; in; near; between	animals; canopy; emergent layer; equator; forest floor; habitat; layers; plants; trees; tropical; rain forest; sunlight; understory	write to a picture prompt; write to a text prompt
	long a digraphs	adjectives	N/A	cubes; digit; equal; fruit; rods; signs; place; compare; tens; ones; greater than; less than	write to a picture prompt; write to a text prompt
	medial and final n initial t	N/A	and; had; too	identify Thanksgiving activities and foods	write sentences that compare
	initial /b/	N/A	some; what; a; are; at; big; can; do; have; in; little; look; no; on; see; some; the; this; what; you	park; sort; glove; kite; balloons; birds; runners; tails	write to a picture prompt
	initial /w/	N/A	we; go; this; new; goes	airplane; car; fast; faster; train; walk	write to a picture prompt
	short i initial r	sentences	live; many; sit; small	identify parts of a school	write about a story detail

Small-Group Leveled Text Strategies and Skills—Grade 1

Title	Unit	Letter Level	Number Level	Content Area	Comprehension	Phonemic Awareness Skill	
Animal Coverings	8	E	7	Science	compare and contrast	count the number of syllables in words	
Families Work and Play Together	8	E	8	Social Studies	compare and contrast	identify medial sounds in words	
Comparing Two Cities	8	F	9	Social Studies	compare and contrast	N/A	
Summer to Fall	8	F	10	Science	compare and contrast	N/A	
Getting Ready for School	8	G	11	Social Studies	compare and contrast	N/A	
Technology Today	8	G	12	Science	compare and contrast	medial sound substitution	
Rural Communities	8	H	13	Social Studies	compare and contrast	N/A	
Winter to Spring	8	H	14	Science	compare and contrast	N/A	
Weather Every Day	8	I	15	Science	compare and contrast	N/A	
How Can You Sort?	8	I	16	Math	compare and contrast	N/A	
We Are All Alike	8	J	18	Social Studies	compare and contrast	N/A	
Working Together	9	C	3	Social Studies	identify cause and effect	listen for initial and final m	
Safe at Work	9	C	4	Social Studies	identify cause and effect	syllables	
Using Tools at Work	9	D	5	Science	identify cause and effect	identify medial sounds in one-syllable words	
Rainy Day	9	D	6	Science	identify cause and effect	listen for initial w	
Rules at School	9	E	7	Social Studies	identify cause and effect	initial w	
A Seed Needs Help	9	E	8	Science	identify cause and effect	initial s	
Changing Weather	9	F	9	Science	identify cause and effect	segment and blend sounds	
Endangered Animals	9	F	10	Social Studies	identify cause and effect	segment onset and rime	
All Work, No Play	9	G	11	Social Studies	identify cause and effect	segment onset and rime	

	Phonics Skill	Word Study	High Frequency Words	Academic Content Vocabulary	Writing Lesson
	CVCe pattern s-family blends	describing words	some; away; from	words for animal coverings	comparison sentences
	medial long i words with short vowels	sentences	help; keep; things; together	name family activities	describe a family activity
	y as a vowel	adjectives	the; are; can; be	China; Italy; city; cities; alike; different; visit	write to a picture prompt; write to a text prompt
	digraphs ch, sh	synonyms	cold(er)	chilly; fall; outside; rake; summer; sunny; change; windy; winter	write to a picture prompt; write to a text prompt
	y as a vowel	use irregular past tense	how; do; you; some; boys; girls; all; many; some	backpack; bike; buckets; bus; chores; horse; lunch; school; uniforms; walk	write to a picture prompt; write to a text prompt
	final blend -mp CVCe words	verbs with s	long; does; could	words associated with technology	comparison paragraph
	variant vowel /ar/	base words	grow; a; is; some; people	rural; community; farm; ranch; village	write to a picture prompt; write to a text prompt
	initial 3-letter blend spr-	antonyms	change(s)	chipmunk; birds; melt; fly; spring; snow; winter; season	write to a picture prompt; write to a text prompt
	CVCe long vowels	use adjectives	is; part; of; can; change	blizzard; clouds; floods; hurricane; measure; observe; precipitation; predict; rain; rain gauge; record; snow; storm; temperature; thermometer; tornado; weather; weather vane; wind	write to a picture prompt; write to a text prompt
	variant vowel /or/	homonyms	group(s); needs; must	sort; large; small; size; color; groups	write to a picture prompt; write to a text prompt
	r-controlled vowels/ syllabication	describing words	N/A	common needs of people	comparison paragraph
	initial and final m	question marks and periods	help; and; put	chore words	summary sentences
	initial g	-ing ending	put; on; the	safety words	summary sentences
	long u r-family blends	-ing ending (verbs)	he; she; too	tools	factual sentences
	initial /w/	N/A	look; at; the	rainy; weather; cloud; wind; storms; blows; sky	write to a picture prompt
	initial /w/	N/A	a; at; do; every; get; give; go; have; if; in; need; not; out; play; put; run; the; then; to; up; us; use; want; we	read; rules; school; teacher; work; class; hall; safe; line	write to a picture prompt
	initial /s/	N/A	need; these; a; and; be; did; do; eat; for; from; get; has; help; in; is; it; like; look; make; not; now; of; on; out; over; people; put; see; some; the; then; they; to; too; use; was; will	flowers; grow; leaves; roots; seed; soil; stem; sun; water	write to a picture prompt
	vowel digraph ai word family -ay	compound words	there; very; here	words to describe weather	descriptive paragraph
	CVCe pattern/Consonant digraph th	-ing endings	help; live; away	endangered animals	cause and effect paragraph
	identify long o patterns	work with plural ending -ies	N/A	identify opposites	use facts

Small-Group Leveled Text Strategies and Skills—Grade 1

Title	Unit	Letter Level	Number Level	Content Area	Comprehension	Phonemic Awareness Skill	
Water Works	9	G	12	Science	identify cause and effect	N/A	
Measure Up!	9	H	13	Math	identify cause and effect	manipulate initial sounds	
The Savannas of Africa	9	H	14	Science	identify cause and effect	N/A	
Finding Fossils	9	I	15	Science	identify cause and effect	manipulate initial sounds	
Saving the Bald Eagles	9	I	16	Science	identify cause and effect	manipulate medial sounds	
Oops! Why Did I Do That?	9	J	18	Fiction Science	identify cause and effect	N/A	
Counting Seeds	10	C	3	Math	draw conclusions	blend phonemes	
Jobs at School	10	C	4	Social Studies	draw conclusions	initial k spelled c	
Happy Birthday!	10	D	5	Social Studies	draw conclusions	segment and blend onset and rime	
Batteries	10	D	6	Science	draw conclusions	identify medial sounds in words	
What Do Pets Need?	10	E	7	Science	draw conclusions	segment and blend onset and rime	
Animal Families	10	E	8	Science	draw conclusions	alliteration	
Where People Live	10	F	9	Social Studies	draw conclusions	segment syllables	
The Power to Vote	10	F	10	Social Studies	draw conclusions	N/A	
What Can You Measure With a Lollipop?	10	G	11	Math	draw conclusions	medial sound substitution	
Our Class Survey	10	G	12	Math	draw conclusions	segment and blend onset and rime	
Who Works in Government?	10	H	13	Social Studies	draw conclusions	N/A	
Looking at Our World	10	H	14	Social Studies	draw conclusions	manipulate initial sounds	
Play by the Rules	10	I	15	Social Studies	draw conclusions	N/A	
Making a Bug Habitat	10	I	16	How To	draw conclusions	segment and blend sounds	
Your Nervous System	10	J	18	Science	draw conclusions	N/A	

	Phonics Skill	Word Study	High Frequency Words	Academic Content Vocabulary	Writing Lesson
	long e digraphs	homonyms	ground; people; use; need	water; rain; rivers; lakes; flows; dam; well; electricity; energy; machine; wheel	write to a picture prompt; write to a text prompt
	long and short ea digraph/long a	homophones	school; home; before	words associated with measuring	summary paragraph
	variant vowel /oo/	use compound words	one; is; live; on	Africa, animals, dry season, elephant, giraffe, grasses, grassland, graze, habitat, migrate, mole rat, ostrich, plants, rainy season, savanna, taproot, tusk	write to a picture prompt; write to a text prompt
	identify variant vowel /ûr/	work with time-order words and phrases	N/A	identify words associated with fossils	ask questions for effect
	identify vowel sound /ô/	work with suffix -ful	N/A	identify words related to bald eagles	use describing words
	N/A	use adjectives/identify action verbs	N/A	select words to describe feelings	use first person point of view
	short a	N/A	look; at; the	foods that have seeds	summary sentences
	initial /k/ spelled c	N/A	a; at; for; get; he; in; look; make; she; the; this; too; who; with; work	coach; cook; custodian; librarian; teacher; school; jobs	write to a picture prompt
	initial and medial d long i	pronouns	all; his; her; they	birthday language	write a conclusion
	CVCe pattern short a	-ies ending	their; around; have	things that use batteries	summary sentences
	l-family blends r-family blends	compound words	some; them; where	kinds of pets	factual sentences
	initial h long e	present tense verbs	together; warm; keep; give	identify animals and what they do	record an animal fact
	long a l-family blends	periods, question marks, exclamation points	around; high; people	words for places	comparison paragraph
	open vowels	use plurals with -ies	people; can; a; has; these	adults; choose; city; class; community; country; leaders; mayor; president; rules; students; vote	write to a picture prompt; write to a text prompt
	long and short ea digraphs final digraph -ng	action verbs	think; told; should	tools for measuring	summary paragraph
	phonogram -ind diphthong /ou/	irregular verbs	more; different; other	words to use in surveys	sequential paragraph
	digraph ch	use synonyms	a; has; the; helps; make	community; country; government; group; judge; laws; mayor; police officer; president; principal; rules; school; senator; teachers	write to a picture prompt; write to a text prompt
	digraph th voiced and voiceless silent k	homophones	other; think; world	words about the world	comparison paragraph
	digraphs th and wh	base words	do; you; how	games; rules; player; team; score; point; count; safe; fair	write to a picture prompt; write to a text prompt
	r-controlled vowels silent w	words that tell what kind	some; many; other	names of insects	descriptive paragraph
	N/A	use the suffix -ous use adverbs with -ly	N/A	understand words related to the nervous system	use specific examples

Benchmark Literacy Grade 1

Vocabulary and Spelling Words By Unit and Week

Unit	Week	Tier One Words	Tier Two Words	
1	1	BuildUp: a, ball, be, come, do, for, have, he, I, is, my, no, of, the	N/A	
	2	BuildUp: and, are, they, looking, for, see, ball, we, do, says, all, look, say, want, to, go	N/A	
	3	BuildUp: this, went, to, with, his, saw, good, was, the, have, small, that, said, of, like, my	Old MacDonald's Noisy Farm (RT): animals, everywhere, quiet, something	
		Old MacDonald's Noisy Farm (RT): I, here, many, the		
2	4	BuildUp: was, he, could, the, then, a, wasp's, wasp, put, to, and, now, has, is, his, I	N/A	
	5	BuildUp: this, is, they, are, a, plays, new, do, the, go, for, likes, to, have, dog, and	The Three Billy Goats Gruff (BB): Action words (rushed, roared, replied)	
	6	BuildUp: are, my, come, say, for, the, go, to, home, want, is, we, make, with, me, you	Old Mother Hubbard's Hungry Family (RT): bare, none, poor, refrigerator	
		Old Mother Hubbard's Hungry Family (RT): do, get, have, I, like, look, not, will		
3	7	BuildUp: a, ball, does, do, of, he, home, like, need, now, put, said, then, was, we, you	Comprehension Poster: first, next, then, now, last, soon, finally, after	
	8	BuildUp: a, all, be, for, he, here, is, me, my, of, put, she, the, to, we, with	N/A	
	9	BuildUp: I, with, we, have, a, the, all, play, my, small, his, back, for, me, is, too	Baa Baa Black Sheep Sells Her Wool (RT): buying, customer, full, selling	
		Baa Baa Black Sheep Sells Her Wool (RT): are, any, for, have, lot, me, thank, you		
4	10	BuildUp: are, I, see, one, the, all, go, a, you, three, want, they, is, for, here, and	N/A	
	11	BuildUp: is, my, are, the, sometimes, I, walk, long, to, then, says, when, his, car, too, have	The Little Red Hen (BB): Interesting verbs (quacked, barked, meowed, grunted, purred, growled, whined)	
	12	BuildUp: when, this, me, new, one, too, does, say, I, have, a, for, my, the, to, all	Looking for the Muffin Man (RT): Drury, lives, pointed	
		Looking for the Muffin Man (RT): come, do, know, like, man, no, we, you		
5	13	BuildUp: three, walk, back, you, have, the, a, play, of, are, see, that, were, to, out, your	N/A	
	14	BuildUp: are, you, a, have, to, here, some, what, see, do, say, something, or, need, when, that	N/A	
	15	BuildUp: make, play, look, walk, like, were, are, was, have, is, the, I, to, all, here	Humpty Dumpty's Fall (RT): careful, couldn't, fit, great	
		Humpty Dumpty's Fall (RT): a, all, at, help, look, me, the, will		

RT (instruction with Reader's Theater Script)
 BB (instruction with Big Book)
 BuildUp (instruction with BuildUp Phonics Skill Bag Unit)

	Tier Three Words	Spelling Words
	Comprehension Poster: stated main idea, supporting details, ask questions	BuildUp Unit 1: blot, plot, clap, flap, slip, glad
	Habitats Around the World (BB): coral reef, equator, habitats, savanna, the Arctic, the world, tropical rain forest, weather	BuildUp Unit 2: crab, trip, brim, drip, prop, trim
	Old MacDonald's Noisy Farm (RT): ducks, farm, horses, hear	BuildUp Unit 3: skip, spot, sniff, smell, stop, swim
	Comprehension Poster: analyze character, visualize, traits, feelings, relationships, clues	BuildUp Unit 4: desk, fast, ask, wasp, blast, crisp
	N/A	BuildUp Unit 5: band, blend, mint, print, sunk, hang
	Old Mother Hubbard's Hungry Family (RT): bone, cookies, cupboard, fish	BuildUp Unit 6: craft, gift, yelp, help, lamp, melt
	Comprehension Poster: identify sequence, determine text importance	BuildUp Unit 7: split, squint, strap, strand, spring, scrub
	The Life Cycle of a Butterfly (BB): adult, butterfly, caterpillar, change, egg, larva, life cycle, pupa	BuildUp Unit 8: make, take, rage, stage, place, scale
	Baa Baa Black Sheep Sells Her Wool (RT): bag, marketplace, sheep, wool	BuildUp Unit 9: smoke, stole, home, hope, rope, stove
	Comprehension Poster: story elements, character(s), setting, problem, solution, summarize, synthesize	BuildUp Unit 10: mine, time, bite, five, drive, quite
	The Little Red Hen (BB): mill, grain, ripened	BuildUp Unit 11: go, so, no, me, he, we
	Looking for the Muffin Man (RT): find, lane, muffin, shop	BuildUp Unit 12: deck, sock, neck, stick, black, trick
	Comprehension Poster: inferences, connections, clues, evidence	BuildUp Unit 13: chat, such, flash, shift, crush, rich
	Life in a Suburban Community (BB): community helpers, commute, homes, jobs, neighborhood, suburban community	BuildUp Unit 14: thin, thank, math, path, whale, when
	Humpty Dumpty's Fall (RT): broken, falling, part, wall	BuildUp Unit 15: paid, faint, drain, trail, stay, play

Benchmark Literacy Grade 1

Vocabulary and Spelling Words By Unit and Week

Unit	Week	Tier One Words	Tier Two Words	
6	16	BuildUp: me, see, go, we, he, she, they, his, the, is, you, my, I, a, for, of	N/A	
	17	BuildUp: put, new, all, one, I, the, a, small, my, want, to, here, of, some, what, or	N/A	
	18	BuildUp: of, are, I, with, to, look, is, a, the, for, have, now, all, was, put, you	Hickory Dickory Dock; or Go, Mouse, Go! (RT): back, mark, record, struck	
		Hickory Dickory Dock; or Go, Mouse, Go! (RT): down, fast, go, he, like, run, up, very		
7	19	BuildUp: and, is, he, of, make, she, home, saw, me, do, go, be, I, dog, to, have	N/A	
	20	BuildUp: this, my, say, is, they, then, now, see, like, the, put, what, I, for, you, to	N/A	
		The Three Shapely Pigs (BB): but, not, then, too		
	21	BuildUp: what, some, your, were, when, has, no, do, the, to, all, of, chair, into, a, too	Lunch with Little Miss Muffet (RT): along, beside, came, friend	
		Lunch with Little Miss Muffet (RT): am, away, do, go, I, just, like, little, what		
8	22	BuildUp: and, say, was, saw, I, the, has, now, tall, to, is, as, do, you, look, all	Comprehension Poster: alike, also, both, however, same, while, different	
	23	BuildUp: this, like, play, were, looking, I, a, the, give, now, then, something, to, into, what, is	N/A	
	24	BuildUp: we, he, she, it, I, for, is, a, of, the, has, to, dog, you, come, they	Bear Goes Over the Mountain (RT): could, high, other, over	
		Bear Goes Over the Mountain (RT): down, go, I, like, my, see, up, you		
9	25	BuildUp: ball, dog, car, chair, was, were, is, are, see, saw, I, a, the, you, from, to	Comprehension Poster: because, so, if...then, as a result, caused	
	26	BuildUp: then, dog, now, I, home, to, there, his, me, here, my, is, go, the, come, a	N/A	
	27	BuildUp: new, into, give, say, has, berry, a, from, is, I, the, these, his, said, to, all	Itsy Bitsy Spider Climbs Again (RT): bitsy, dried, itsy, water	
		Itsy Bitsy Spider Climbs Again (RT): look, am, at, help, I, the, up		
10	28	BuildUp: a, says, puts, what, the, you, has, I, word, of, to, give, one, walk, is, make	N/A	
	29	BuildUp: a, me, I, is, dog, have, do, into, one, for, was, no, of, go, the, be	N/A	
	30	BuildUp: has, from, as, something, or, a, back, into, his, said, to, was, the, about, they, I	Mary Has a Little Lamb (RT): back, following, soon, stay	
		Mary Has a Little Lamb (RT): be, can, good, little, look, not, she		

RT (instruction with Reader's Theater Script)
 BB (instruction with Big Book)
 BuildUp (instruction with BuildUp Phonics Skill Bag Unit)

	Tier Three Words	Spelling Words
	Comprehension Poster: summarize, fix-up, detail, big ideas, summary	BuildUp Unit 16: boat, goat, snow, grow, toe, bold
	Needs Past and Present (BB): crops, Native Americans, needs, past, present, shelter, stores	Build Up Unit 17: meal, speed, three, sleep, clean, reach
	Hickory Dickory Dock; or Go, Mouse, Go! (RT): race, rest, top, won	BuildUp Unit 18: pie, find, sigh, tie, high, might
	Comprehension Poster: predictions, inferences, clues, evidence	BuildUp Unit 19: try, funny, baby, sky, happy, cry
	The Three Shapes Pigs (BB): words that describe shapes (circle, square, triangle, rectangle, rhombus, trapezoid, hexagon)	BuildUp Unit 20: park, smart, card, spark, charm, yard
	Lunch with Little Miss Muffet (RT): frightened, lunch, milk, tuffet	BuildUp Unit 21: burn, clerk, bird, fur, first, stern
	Comprehension Poster: compare, comparisons, contrast, determine text importance	BuildUp Unit 22: port, shore, more, roar, door, thorn
	Plants and the Seasons (BB): bud, dormant, grow, plants, seasons, sunlight, temperature, water	BuildUp Unit 23: hear, steer, dear, deer, clear, peer
	Bear Goes Over the Mountain (RT): friends, mountain, side, top	BuildUp Unit 24: fair, dare, pear, square, chair, wear
	Comprehension Poster: cause, effect, connections	BuildUp Unit 25: broom, spool, blue, soon, grew, chew
	What Are Some Rules at School? (BB): citizens, community, respect, rules, safe, school	BuildUp Unit 26: taught, talk, draw, long, bought, cause
	Itsy Bitsy Spider Climbs Again (RT): climbed, falling, rain, sun	BuildUp Unit 27: shook, wood, could, stood, pull, should
	Comprehension Poster: conclusions, inferences, clues, evidence	BuildUp Unit 28: found, now, ground, how, house, plow
	Plants in Their Habitats (BB): adapted, dry, habitats, plants, protect, sunlight, survive, water	BuildUp Unit 29: point, toy, joy, soil, oil, spoil
	Mary Has a Little Lamb (RT): bag, crying, pet, school	BuildUp Unit 30: lamb, wrong, calf, know, knew, write

BuildUp Phonics Skills–Grade 1

Phonemic Awareness and Phonics Units

Lesson/ Unit	Phonics Skill	Phonemic Awareness Skill	Sight Words	Spelling Words
Lesson 1	Review short vowels and consonants		N/A	N/A
Lesson 2	Review short vowels and consonants		N/A	N/A
Lesson 3	Review short vowels and consonants		N/A	N/A
Lesson 4	Review short vowels and consonants		N/A	N/A
Lesson 5	Review short vowels and consonants		play	N/A
Lesson 6	Review short vowels and consonants		N/A	N/A
Lesson 7	Review short vowels and consonants		N/A	N/A
Lesson 8	Review short vowels and consonants		small	N/A
Lesson 9	Review short vowels and consonants		bull, duck	N/A
Lesson 10	Review short vowels and consonants		N/A	N/A
Unit 1	I-family blends	<ul style="list-style-type: none"> • initial I-family blends • segment onset and rime 	ball, dog, say	blot, plot, clap, flap, slip, glad
Unit 2	r-family blends	<ul style="list-style-type: none"> • initial r-family blends • blend onset and rime • blend and segment phonemes 	all, looking, says	crab, trip, brim, drip, prop, trim
Unit 3	s-family blends	<ul style="list-style-type: none"> • initial s-family blends • sound substitution 	his, that	skip, spot, sniff, smell, stop, swim
Unit 4	final s-family blends	<ul style="list-style-type: none"> • final s-family blends • identify final sounds • blend onset and rime 	could, wasp*, wasp's*	desk, fast, ask, wasp, blast, crisp

* Words with an asterisk are story sight words within the unit's decodable text. These words are introduced, along with regular sight words, to ensure the text's complete decodability.

Lesson/ Unit	Phonics Skill	Phonemic Awareness Skill	Sight Words	Spelling Words
Unit 5	final consonant clusters	<ul style="list-style-type: none"> • identify final sounds (consonant clusters) • blend and segment onset and rime • initial sound substitution 	likes, new, plays	band, blend, mint, print, sunk, hang
Unit 6	final consonant clusters	<ul style="list-style-type: none"> • identify final sounds (consonant clusters) • blend and segment onset and rime • initial sound substitution 	make	craft, gift, yelp, help, lamp, melt
Unit 7	3-letter blends	<ul style="list-style-type: none"> • identify 3-letter blends • blend and segment phonemes • initial sound substitution 	does, need*	split, squint, strap, strand, spring, scrub
Unit 8	CVCe long a	<ul style="list-style-type: none"> • identify long a • medial sound substitution • differentiate medial sounds 	N/A	make, take, rage, stage, place, scale
Unit 9	CVCe long o	<ul style="list-style-type: none"> • identify long o • medial sound substitution • differentiate medial sounds 	back, too	smoke, stole, home, hope, rope, stove
Unit 10	CVCe long i	<ul style="list-style-type: none"> • identify long i • medial sound substitution • differentiate medial sounds 	one, three	mine, time, bite, five, drive, quite
Unit 11	open vowels	<ul style="list-style-type: none"> • identify ending vowel sounds • blend and segment phonemes • identify final sounds 	car, long, walk, when, sometimes*	go, so, no, me, he, we
Unit 12	final digraph -ck	<ul style="list-style-type: none"> • identify final sounds (k) • identify medial sounds • final sound substitution 	N/A	deck, sock, neck, stick, black, trick
Unit 13	digraphs ch, sh	<ul style="list-style-type: none"> • identify initial and final digraph sounds • differentiate final sounds • initial sound substitution 	were, your	chat, such, flash, shift, crush, rich
Unit 14	digraphs th, wh	<ul style="list-style-type: none"> • identify initial sounds • differentiate final sounds • initial sound substitution 	or, some, something*, what	thin, thank, math, path, whale, when

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BuildUp Phonics Skills–Grade 1

Phonemic Awareness and Phonics Units

Lesson/ Unit	Phonics Skill	Phonemic Awareness Skill	Sight Words	Spelling Words
Unit 15	long a digraphs	<ul style="list-style-type: none"> • identify long vowel sounds • differentiate long vowel sounds • medial sound substitution 	N/A	paid, faint, drain, trail, stay, play
Unit 16	long o digraphs	<ul style="list-style-type: none"> • identify long o vowel sounds • differentiate long vowel sounds • medial sound substitution 	N/A	boat, goat, snow, grow, toe, bold
Unit 17	long e digraphs	<ul style="list-style-type: none"> • identify long e vowel sounds • differentiate long vowel sounds • medial sound substitution 	N/A	meal, speed, three, sleep, clean, reach
Unit 18	long I digraphs	<ul style="list-style-type: none"> • identify long I vowel sounds • blend and segment phonemes • initial sound substitution 	N/A	pie, find, sigh, tie, high, might
Unit 19	y as a vowel	<ul style="list-style-type: none"> • identify final vowel sounds • final sound substitution 	N/A	try, funny, baby, sky, happy, cry
Unit 20	variant vowel /är/	<ul style="list-style-type: none"> • identify medial sounds (variant vowels) • differentiate medial sounds • medial sound substitution 	N/A	park, smart, card, spark, charm, yard
Unit 21	variant vowel /ûr/	<ul style="list-style-type: none"> • identify medial sounds (variant vowels) • differentiate medial sounds • medial sound substitution 	chair*, into	burn, clerk, bird, fur, first, stern
Unit 22	variant vowel /ôr/	<ul style="list-style-type: none"> • identify medial sounds (variant vowels) • initial sound substitution 	as, tall*	port, shore, more, roar, door, thorn
Unit 23	r-controlled digraphs	<ul style="list-style-type: none"> • identify r-controlled vowels • identify final sounds • final sound substitution 	give	hear, steer, dear, deer, clear, peer
Unit 24	variant vowel /ār/	<ul style="list-style-type: none"> • identify r-controlled vowels • identify final sounds • final sound substitution 	N/A	fair, dare, pear, square, chair, wear

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Lesson/ Unit	Phonics Skill	Phonemic Awareness Skill	Sight Words	Spelling Words
Unit 25	variant vowel / ō /	<ul style="list-style-type: none"> • identify medial sounds (variant vowels) • blend and segment phonemes • initial sound substitution 	from	broom, spool, blue, soon, grew, chew
Unit 26	variant vowel / ô /	<ul style="list-style-type: none"> • identify medial sounds (variant vowels) • medial sound substitution 	N/A	taught, talk, draw, long, bought, cause
Unit 27	variant vowel / ö /	<ul style="list-style-type: none"> • identify medial sounds (variant vowels) • medial sound substitution 	berry*, these	shock, wood, could, stood, pull, should
Unit 28	diphthong / ou /	<ul style="list-style-type: none"> • identify medial sounds (diphthongs) • medial sound substitution 	puts, words*	found, now, ground, how, house, plow
Unit 29	diphthong / oi /	<ul style="list-style-type: none"> • identify medial sounds (diphthongs) • medial sound substitution 	N/A	point, toy, joy, soil, oil, spoil
Unit 30	soft c, g	<ul style="list-style-type: none"> • listen for soft consonant sounds • blend and segment phonemes • initial sound substitution 	about	cent, gem, ace, age, face, huge
Unit 31	silent letters	<ul style="list-style-type: none"> • differentiate sounds • segment sounds • blend and segment phonemes • initial sound substitution 	who	lamb, wrong, calf, know, knew, write

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Grade 1 Recommended Trade Book Read-Aloud Titles*

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
1	Ask questions	The Best Story	Eileen Spinelli	Realistic Fiction
1	Ask questions	Happy Birthday, Martin Luther King	Jean Marzollo	Biography
1	Ask questions	Danitra Brown, Class Clown	Nikki Grimes	Realistic Fiction
1	Ask questions	The Emperor's Egg	Martin Jenkins	Informational Nonfiction
1	Ask questions	The Other Side	Jacqueline Woodson	Historical Fiction
1	Ask questions	Duke Ellington: The Piano Prince and His Orchestra	Andrea Pinkney	Biography
2	Visualize	The Polar Express	Chris Van Allsburg	Fantasy
2	Visualize	Mammoths on the Move	Lisa Wheeler	Informational Nonfiction
2	Visualize	Casey at the Bat: A Ballad of the Republic Sung in the Year 1888	Ernest L. Thayer	Historical Fiction/Fables
2	Visualize	What Do You Do When Something Wants to Eat You?	Steve Jenkins	Informational Nonfiction
2	Visualize	All Alone	Kevin Henkes	Realistic Fiction
2	Visualize	One Giant Leap	Don Brown	Biography
2	Determine text importance	Diary of a Worm	Doreen Cronin	Diary/Animal Fantasy
3	Determine text importance	Bill Pickett: Rodeo-Ridin' Cowboy	Andrea-Davis Pinkney	Biography
3	Determine text importance	The Biggest Bear	Lynd Ward	Realistic Fiction
3	Determine text importance	Minty: A Story of Young Harriet Tubman	Alan Shroeder	Historical Fiction
3	Determine text importance	The Story of Jumping Mouse	John Steptoe	Animal Fantasy
3	Determine text importance	Letting Swift River Go	Jane Yolen	Historical Fiction
4	Summarize & synthesize	Alexander, Who Used to Be Rich Last Sunday	Judith Viorst	Realistic Fiction
4	Summarize & synthesize	Beaks!	Sneed B. Collard III	Informational Nonfiction
4	Summarize & synthesize	Big Al	Andrew Clements	Animal Fantasy
4	Summarize & synthesize	Big Cats	Dorothy Patent	Informational Nonfiction
4	Summarize & synthesize	The Girl Who Loved Wild Horses	Paul Goble	Realistic Fiction
4	Summarize & synthesize	Endangered Elephants	Bobbie Kalman	Informational Nonfiction
5	Make connections	Julius, the Baby of The World	Kevin Henkes	Realistic Fiction/Animal Fantasy
5	Make connections	My Painted House, My Friendly Chicken, and Me	Maya Angelou	Informational Nonfiction
5	Make connections	When Sophie Gets Angry—Really, Really Angry	Molly Bang	Realistic Fiction
5	Make connections	Dia's Story Cloth	Dia Cha	Informational Nonfiction/Biography
5	Make connections	Alexander and the Wind-Up Mouse	Leo Lionni	Animal Fantasy

*All titles are based on the recommended read-aloud lists of Linda Hoyt, Fountas & Pinnell, Stephanie Harvey, Making Meaning, and Booksource.

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
6	Fix-up monitoring	Raising Dragons	Jerdine Nolen	Fantasy
6	Fix-up monitoring	Hello, Fish! Visiting the Coral Reef	Sylvia A. Earle	Informational Nonfiction
6	Fix-up monitoring	Stellaluna	Janell Cannon	Animal Fantasy
6	Fix-up monitoring	The Reasons for Seasons	Gail Gibbons	Informational Nonfiction
6	Fix-up monitoring	The True Story of the Three Little Pigs	Jon Scieszka	Fractured Fairy Tales
6	Fix-up monitoring	Seashore Babies	Tara and Kathy Darling	Informational Nonfiction
7	Make inferences	Imogene's Antlers	David Small	Fantasy
7	Make inferences	Why Do Leaves Change Color?	Betsy Maestro	Informational Nonfiction
7	Make inferences	Six-Dinner Sid	Inga Moore	Animal Fantasy
7	Make inferences	The Babe & I	David A. Adler	Historical Fiction
7	Make inferences	Scaredy Squirrel	Melanie Watt	Animal Fantasy
7	Make inferences	Journey to Ellis Island	Carol Bierman	Informational Nonfiction/ Biography
8	Determine text importance	The Great Kapok Tree: A Tale of the Amazon Rain Forest	Lynne Cherry	Animal Fantasy
8	Determine text importance	The King's Day: Louis XIV of France	Aliki	Informational Nonfiction/ Biography
8	Determine text importance	Tops and Bottoms	Janet Stevens	Fables
8	Determine text importance	One More Border: The True Story of One Family's Escape from War-Torn Europe	William Kaplan	Informational Nonfiction/ Biography
8	Determine text importance	Strega Nona	Tomie dePaola	Fables
9	Make connections	The Little House	Virginia Lee Burton	Historical Fiction
9	Make connections	The Flag We Love	Pam Muñoz Ryan	Informational Nonfiction
9	Make connections	Wilfrid Gordon McDonald Partridge	Mem Fox	Realistic Fiction
9	Make connections	I Pledge Allegiance	Bill Martin Jr. and Michael Sampson	Informational Nonfiction
9	Make connections	A Fine, Fine School	Sharon Creech	Realistic Fiction
9	Make connections	Wild Babies	Seymour Simon	Informational Nonfiction
10	Make inferences	The Three Little Pigs	James Marshall	Fairy Tales
10	Make inferences	Are You a Spider?	Judy Allen	Informational Nonfiction
10	Make inferences	Mirette on the High Wire	Emily Arnold McCully	Historical Fiction
10	Make inferences	Honest Abe	Edith Kunhardt	Informational Nonfiction/ Biography
10	Make inferences	Dear Juno	Soyung Pak	Realistic Fiction
10	Make inferences	How Do You Raise a Raisin?	Pam Muñoz Ryan	Informational Nonfiction

Overview

Grade 2

Skills & Strategies

Whole-Group Mini-Lesson Strategies and Skills—Grade 2

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Phonics Workshop (Review and new skills for Phonemic Awareness and Phonics)
<ul style="list-style-type: none"> Ask Questions Identify Stated Main Idea & Supporting Details 	1.1	1	Ask questions	<ul style="list-style-type: none"> Comprehension Anchor Posters: Ask questions/Identify stated main idea & supporting details 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Short vowels Closed-syllable patterns
	1.2	2	Ask questions	<ul style="list-style-type: none"> Big Book: <i>Bringing Back the Whooping Crane</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Long vowels CVCe syllable patterns
	1.3	3	Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Under the Sea with Jacques Cousteau</i> Fluency Poster: Speed/Pacing—Fast, Slow, Varied 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Long vowels Open-syllable patterns
<ul style="list-style-type: none"> Visualize Analyze Character 	2.1	4	Visualize	<ul style="list-style-type: none"> Comprehension Anchor Posters: Visualize/Analyze character 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Consonant digraphs th, wh, ck, nd Long a digraph syllable patterns
	2.2	5	Visualize	<ul style="list-style-type: none"> Big Book: <i>Why Spiders Have Small Waists</i> (Fiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Long vowels
	2.3	6	Visualize/Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Why Mosquitoes Buzz in People's Ears</i> Fluency Poster: Pausing—Short Pause 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Long o digraph syllable patterns Long e digraph syllable patterns
<ul style="list-style-type: none"> Determine Text Importance Identify Sequence of Events 	3.1	7	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance/Identify sequence of events 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Long e digraph syllable patterns Long i digraph syllable patterns
	3.2	8	Determine text importance	<ul style="list-style-type: none"> Big Book: <i>An Oak Tree Has a Life Cycle</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Long i digraph syllable patterns r-controlled a syllable patterns
	3.3	9	Determine text importance/Visualize	<ul style="list-style-type: none"> Reader's Theater: <i>The Day I Followed the Pickle</i> Fluency Poster: Pausing—Full Stop 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> r-controlled a syllable patterns r-controlled o syllable patterns
<ul style="list-style-type: none"> Summarize & Synthesize Analyze Story Elements 	4.1	10	Summarize & synthesize	<ul style="list-style-type: none"> Comprehension Anchor Posters: Summarize & synthesize/Analyze story elements 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> r-controlled o syllable patterns r-controlled e, i, u syllable patterns
	4.2	11	Summarize & synthesize	<ul style="list-style-type: none"> Big Book: <i>Jack & the Beanstalk</i> (Fiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> r-controlled e, i, u syllable patterns r-controlled /är/ syllable patterns
	4.3	12	Summarize & synthesize/ Determine text importance	<ul style="list-style-type: none"> Reader's Theater: <i>Yeh-shen</i> Fluency Poster: Inflection/Intonation—Pitch 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> r-controlled /är/ syllable patterns Vowel diphthong /oi/ syllable patterns
<ul style="list-style-type: none"> Make Connections Make Inferences 	5.1	13	Make connections	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make connections/Make inferences 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Vowel diphthong /oi/ syllable patterns Vowel diphthong /ou/ syllable patterns
	5.2	14	Make connections	<ul style="list-style-type: none"> Big Book: <i>Life in an Urban Community</i> (Nonfiction) 	<ul style="list-style-type: none"> Leveled Texts 	<ul style="list-style-type: none"> Vowel diphthong /ou/ syllable patterns Variant vowel /öo/ syllable patterns
	5.3	15	Make connections/ Summarize & synthesize	<ul style="list-style-type: none"> Reader's Theater: <i>John Henry</i> Fluency Poster: Inflection/Intonation—Volume 	<ul style="list-style-type: none"> Leveled Texts Reader's Theater Scripts 	<ul style="list-style-type: none"> Variant vowel /öo/ syllable patterns Variant vowel syllable /öo/ patterns

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Phonics Workshop (Review and new skills for Phonemic Awareness and Phonics)
• Fix-Up Monitoring • Summarize Information	6.1	16	Fix-up monitoring	• Comprehension Anchor Posters: Fix-up monitoring/Summarize information	• Leveled Texts	• Variant vowel / oo / syllable patterns • Variant vowel / o / syllable patterns
	6.2	17	Fix-up monitoring	• Big Book: <i>Postcard Clues</i> (Fiction)	• Leveled Texts	• Variant vowel / o /; soft c and g • Consonant + le syllable patterns
	6.3	18	Fix-up monitoring/Make connections	• Reader's Theater: <i>Cry Out Liberty</i> • Fluency Poster: Inflection/Intonation—Stress	• Leveled Texts • Reader's Theater Scripts	• Silent letters • Compound words and silent letters
• Make Inferences • Make Predictions	7.1	19	Make inferences	• Comprehension Anchor Posters: Make inferences/Make predictions	• Leveled Texts	• Closed-syllable patterns • Contractions
	7.2	20	Make inferences	• Big Book: <i>The Ugly Duckling</i> (Fiction)	• Leveled Texts	• CVCe syllable patterns • Regular plurals
	7.3	21	Make inferences/Fix-up monitoring	• Reader's Theater: <i>The Tricky Garden</i> • Fluency Poster: Phrasing—High-Frequency Word Phrases	• Leveled Texts • Reader's Theater Scripts	• Open-syllable patterns • Irregular plurals
• Determine Text Importance • Compare & Contrast	8.1	22	Determine text importance	• Comprehension Anchor Posters: Determine text importance/Compare & contrast	• Leveled Texts	• Vowel digraph syllable patterns • -ed, -ing endings
	8.2	23	Determine text importance	• Big Book: <i>Transportation Past and Present</i> (Nonfiction)	• Leveled Texts	• r -controlled syllable patterns • -er, -or endings
	8.3	24	Determine text importance/Make inferences	• Reader's Theater: <i>The Star-Spangled Banner Story</i> • Fluency Poster: Expression—Anticipation and Mood	• Leveled Texts • Reader's Theater Scripts	• Consonant + le, al, el syllable patterns • Comparatives
• Make Connections • Identify Cause & Effect	9.1	25	Make connections	• Comprehension Anchor Posters: Make connections/Identify cause & effect	• Leveled Texts	• Contractions • -y endings
	9.2	26	Make connections	• Big Book: <i>Why Do We Have Rules?</i> (Nonfiction)	• Leveled Texts	• Plurals • -ly ending
	9.3	27	Make connections/Ask questions	• Reader's Theater: <i>Androcles and the Lion</i> • Fluency Poster: Expression—Characterization and Feelings	• Leveled Texts • Reader's Theater Scripts	• Review -ed, -ing, -er, -or endings • Prefix un-
• Make Inferences • Draw Conclusions	10.1	28	Make inferences	• Comprehension Anchor Posters: Make inferences/Draw conclusions	• Leveled Texts	• Comparatives • Prefix re-
	10.2	29	Make inferences	• Big Book: <i>Stephanie Investigates</i> (Fiction)	• Leveled Texts	• -y, -ly endings • Prefix dis-
	10.3	30	Make inferences/Visualize	• Reader's Theater: <i>The Earth Day Garden</i> • Fluency Poster: Expression—Dramatic Expression	• Leveled Texts • Reader's Theater Scripts	• Prefixes un-, re-, dis- • Suffix -less

Small-Group Leveled Text Strategies and Skills—Grade 2

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	
How Do Animals Stay Alive?	1	H	13	Science	Informational Nonfiction	identify main idea and supporting details	
Around the World with Music	1	H	14	Social Studies	Informational Nonfiction	identify main idea and supporting details	
Clothes Long Ago	1	I	15	Social Studies	Informational Nonfiction	identify main idea and supporting details	
Our Sun	1	I	16	Science	Informational Nonfiction	identify main idea and supporting details	
What Is Matter?	1	J	18	Science	Informational Nonfiction	identify main idea and supporting details	
Louis Pasteur	1	K	20	Biography	Biography	identify main idea and supporting details	
Twisters	1	L	24	Science	Informational Nonfiction	identify main idea and supporting details	
Plant and Animal Partners	1	M	28	Science	Informational Nonfiction	identify main idea and supporting details	
Habitats of Africa	1	N	30	Science	Informational Nonfiction	identify main idea and supporting details	
Shopping with the Nicholas Family	2	H	13	Fiction Math	realistic fiction	analyze character	
The Wright Brothers	2	H	14	Biography	Biography	analyze character	
Charlie's Championships	2	I	15	Fiction Math	realistic fiction	analyze character	
I.M. Pei	2	I	16	Biography	Biography	analyze character	
Sharing Our Stories	2	J	18	Fiction Social Studies	realistic fiction	analyze character	
Stump Hill	2	K	20	Fiction Math	realistic fiction	analyze character	
William's Journal	2	L	24	Fiction Social Studies	Historical Fiction	analyze character	
Jane Goodall	2	M	28	Biography	Biography	analyze character	
The Tortoise and the Hare, The Ant and the Grasshopper, The Lion and the Mouse	2	N	30	Fiction	fables	analyze character make judgments	
Making Ice Cream	3	H	13	How To	Procedural Nonfiction	identify sequence of events	
The Guessing Jar	3	H	14	Math	Informational Nonfiction	identify sequence of events	

	Phonemic Awareness Skill	Phonics Skill	Word Study	High Frequency Words	Academic Content Vocabulary	Writing Lesson
	segment onset and rime	CVCe pattern long i digraph ea	plural s	around; other; each	words about animals protecting themselves	writing main idea
	manipulate final sounds	work with final digraph ck	work with contractions	N/A	identify words that describe musical instruments	write captions
	N/A	silent letters	use context clues	wore; used	animal skins; buckles; buttons; clothes; cotton; fabric; factories; fasten; hooks and loops; jeans; needles; sewing machine; shoes; shoestrings; sizes; stores; wool; zippers	write to a picture prompt; write to a text prompt
	segment and blend phonemes	r-controlled ar syllabication with double consonants	antonyms	without; cold; would	words that describe the sun	cause and effect paragraph
	N/A	words with qu/long o spelled ow	command verbs in procedural text	N/A	words associated with matter	main idea paragraph
	N/A	syllabication; variant vowel oo	past tense verbs	N/A	word groups	writing main idea
	N/A	N/A	use comparatives use suffixes -ology and -ist	N/A	words related to tornadoes	identify steps in a process
	N/A	/sk/ spelled sc, sk r-family blends	descriptive words	N/A	word chains	main idea paragraph
	N/A	N/A	N/A	N/A	burrow; canopy; dune; endangered; habitat; herd; oasis; predator; prey; savanna; survive; tropical; wadi	write a personal response; write to a text prompt; write to a picture prompt
	N/A	digraphs ch, sh	homonyms	found	counts; family; meter; nickel; share; shopping; store; lipstick; shoes; crown; wand; hat; cents	write to a picture prompt; write to a text prompt
	segmenting sounds	long i words	-ing endings	find; very; with	flight words	writing main idea
	segment and blend phonemes	identify spelling for long e	work with pronouns	N/A	identify words associated with championships	use verb tense to show time
	segment and blend sounds	diphthong ou r-family blends	-s and -es endings	some; much; use	words related to architecture	write descriptions
	N/A	contractions	Suffixes -less and -ful	N/A	country; nations; ranch; state; sunset; well; pen pal; farm; drought	write to a picture prompt; write to a text prompt
	N/A	N/A	use contractions use compound words	N/A	identify words related to things people do at a park	write dialogue
	N/A	N/A	identify verb tenses use time words	N/A	identify words describing a sea voyage	use describing words
	N/A	long e closed syllable pattern	past tense verbs	N/A	words associated with primates	writing main idea
	N/A	N/A	synonyms	N/A	boasted; exhausted; famished; furious; generous; snoozing; swift; terrified; tireless	personification; writing a fable
	segment onset and rime	silent e r-family blends	time words	think; know; would	cooking words	sequential paragraph
	Blend syllables	CVCe words r-family blends	plural ending -ies	line; many; more	estimating words	sequential paragraph

Small-Group Leveled Text Strategies and Skills—Grade 2

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	
Make a Marionette	3	I	15	How To	Procedural Nonfiction	identify sequence of events	
Using Resources to Build	3	I	16	Science	Informational Nonfiction	identify sequence of events	
How Animals Change and Grow	3	J	18	Science	Informational Nonfiction	identify sequence of events	
City by the Lake	3	K	20	Math	Informational Nonfiction	identify sequence of events	
The King's Mapmaker	3	L	24	Fiction Social Studies	fairy tales	identify sequence of events	
How Do Trees Grow?	3	M	28	Science	Informational Nonfiction	identify sequence of events	
Growing a Kitchen Garden	3	N	30	How To Science	Procedural Nonfiction	identify sequence of events	
Bitsy the Beaver	4	H	13	Fiction Science	Fantasy	analyze story elements	
The Magic Turtle	4	H	14	Fiction Math	Pourquoi Tale	analyze story elements	
Charlie's Museum Adventure	4	I	15	Fiction Science	realistic fiction	analyze story elements	
A Happy Summer Day	4	I	16	Fiction Social Studies	realistic fiction	analyze story elements	
The Royal Zookeeper	4	J	18	Fiction Math	Fantasy	analyze story elements	
The Earth on Turtle's Back	4	K	20	Fiction Social Studies	Pourquoi Tale	analyze story elements	
Mondo and Gordo Weather the Storm	4	L	24	Fiction Science	Science Fiction	analyze story elements	
Pete Discovers Gravity	4	M	28	Fiction Science	realistic fiction	analyze story elements	
Opening Night	4	N	30	Fiction Social Studies	realistic fiction	analyze story elements	
Life in the City	5	H	13	Social Studies	Informational Nonfiction	make inferences	
Natural Landmarks	5	H	14	Social Studies	Informational Nonfiction	make inferences	
Animal Groups	5	I	15	Science	Informational Nonfiction	make inferences	
Measuring Length	5	I	16	Math	Informational Nonfiction	make inferences	

	Phonemic Awareness Skill	Phonics Skill	Word Study	High Frequency Words	Academic Content Vocabulary	Writing Lesson
	initial sound substitution	s-family blends final cluster -ck	verbs in procedural text	know; above; should	words about puppets	sequential paragraph
	N/A	/st/ blend	base words	important; the; used; come; from	boards; house; logs; lumber; sand; stone	write to a picture prompt; write to a text prompt
	N/A	r-controlled e, i, u	compound words	N/A	adult; birth; butterfly; cat; caterpillar; change; chick; eggs; frog; grow; hatches; kittens; life cycle; living things; newborns; owl; pupa; tadpole	write to a picture prompt; write to a text prompt
	N/A	N/A	use noun suffix -er recognize syllable patterns	N/A	find words to describe Chicago	write captions
	N/A	comparatives	compound words	N/A	bell; king; lost; map; mapmaker; queen; moat; direction; north; south; east; west	write to a picture prompt; write to a text prompt
	N/A	r-controlled o	use context clues	N/A	acorn; seeds; seedlings; root; shoot; sprout; trunk; branches; bark; sapling	write to a picture prompt; write to a text prompt
	N/A	N/A	analyze compound words	N/A	bulb; citrus fruits; evaporates; fruit; guacamole; kitchen garden; pit; tubers	write steps in a process
	blend onset and rime	work with digraphs ea, ee	identify describing words	N/A	identify words that describe features of animals	use describing words
	manipulate initial sounds	work with diphthong /ou/	work with the suffix -ly	N/A	identify homographs	use dialogue
	manipulate final sounds	identify digraph ch	use phrases that tell where	N/A	identify words related to animal features	use exclamations
	manipulate initial sounds	divide words into syllables	work with inflectional ending -ing	N/A	identify adjectives	use describing words
	N/A	N/A	understand adverbs/make adverbs using -ly	N/A	identify words related to fairy tales	create vivid characters
	N/A	N/A	identify adverbs that tell where and when use the suffix -ful	N/A	identify words associated with Earth's natural features	describe a setting
	N/A	N/A	use prefix inter- identify compound words	N/A	use personification	use descriptive details
	N/A	N/A	use strong action verbs make and identify compound words	N/A	understand the effects of gravity	recognizing synonyms for said
	N/A	N/A	use base words	N/A	N/A	draw conclusions about a character
	segment onset and rime	three-letter clusters digraph sh	phrases that tell where	live; much; work	city words	summary paragraph
	N/A	digraph ch	use homonyms	large; is; in; are	landmark; natural; arch; caves; lakes; mountains; tunnels; rocks	write to a picture prompt; write to a text prompt
	manipulate final sounds	s-family blends final blend -ct	words that tell where	some; most; many	animal groups and their traits	summary paragraph
	manipulate medial sounds	work with medial and final /ng/	identify comparatives	N/A	words related to measuring length	provide examples

Small-Group Leveled Text Strategies and Skills—Grade 2

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	
How Did This City Grow?	5	J	18	Social Studies	Informational Nonfiction	make inferences	
Sacajawea	5	K	20	Biography	Biography	make inferences	
Mount St. Helens	5	L	24	Social Studies	Informational Nonfiction	make inferences	
The Life Cycle of Trees	5	N	30	Science	Informational Nonfiction	make inferences	
Food in the Ocean	6	H	13	Science	Informational Nonfiction	summarize information	
Flags Around the World	6	H	14	Social Studies	Informational Nonfiction	summarize information	
Food Is Matter	6	I	15	Science	Informational Nonfiction	summarize information	
What Are the Parts of a Tree?	6	I	16	Science	Informational Nonfiction	summarize information	
My Neighborhood	6	J	18	Social Studies	Informational Nonfiction	summarize information	
Moving with Machines	6	K	20	Science	Informational Nonfiction	summarize information	
Symmetry in Our World	6	L	24	Math	Informational Nonfiction	summarize information	
Cars	6	M	28	Social Studies	Informational Nonfiction	summarize information	
Holidays Around the World	6	N	30	Social Studies	Informational Nonfiction	summarize information	
Hiding in the Sea	7	H	13	Science	Informational Nonfiction	make predictions	
The Farm Stand Mystery	7	H	14	Fiction Math	realistic fiction	make predictions	
The Class Election	7	I	15	Math	Informational Nonfiction	make predictions	
Parts Make Up a Whole	7	I	16	Math	Informational Nonfiction	make predictions	
Working with Estimation	7	J	18	Math	Informational Nonfiction	make predictions	
About How Many?	7	K	20	Math	Informational Nonfiction	make predictions	
Color	7	L	24	Science	Informational Nonfiction	make predictions	

	Phonemic Awareness Skill	Phonics Skill	Word Study	High Frequency Words	Academic Content Vocabulary	Writing Lesson
	N/A	consonant blend st hard and soft c	plurals with -s and -es	N/A	words to describe cities	sequential paragraph
	N/A	CVCe pattern digraph ea	synonyms	N/A	words associated with explorers	write an interview
	N/A	words with -tion and -sion different sounds of ea	abbreviations adverbs and adjectives	N/A	volcano words	sequential paragraph
	N/A	N/A	N/A	N/A	carbon dioxide; comb fire; conifer; cotyledon; deciduous; embryo; erosion; forest fuel; oxygen; photosynthesis; seed; seed coat; tree ring	write a personal response; write to a text prompt; write to a picture prompt
	N/A	y as a vowel	irregular plurals	grow; all; need; some; eat	ocean; plants; fish; herring; krill; shark; tuna; whale	write to a picture prompt; write to a text prompt
	N/A	initial r-family blends	adjectives	different; is; a; the; means	color; flag; nation; patterns; symbol	write to a picture prompt; write to a text prompt
	N/A	y as a vowel	compound words	almost; you; can; look; at	freeze; liquid; matter; melt; solid; weight	write to a picture prompt; write to a text prompt
	N/A	long o digraphs	synonyms	a; has; the; help	tree; plant; parts; bark; branches; buds; leaves; roots; flowers; trunk; soil	write to a picture prompt; write to a text prompt
	N/A	N/A	use context clues understand the suffix -ment	N/A	identify words associated with a neighborhood	use definitions
	N/A	-er and -or endings	antonyms	N/A	force; lever; motion; position; pull; pulley; push	write to a picture prompt; write to a text prompt
	N/A	N/A	identify adjectives use verbs in commands	N/A	identify words related to symmetry	ask questions for effect
	N/A	long e consonant blend st	suffixes -less & -ful	N/A	parts of cars	main idea paragraph
	N/A	N/A	N/A	N/A	ancestor; armor; bonfire; celebrate; gourd; harvest; holiday; maypole; shrine; symbol; tradition; wreath	write a personal response; write to a text prompt; write to a picture prompt
	segment and blend sounds	identify digraphs ea, ee	work with compound words	N/A	words related to under the sea	use an introduction
	N/A	variant vowel /or/	adjectives	different	farm; lettuce; peppers; stand; tomatoes; vegetables; pick; missing; left; count	write to a picture prompt; write to a text prompt
	manipulate final sounds	identify sounds for oo	identify adjectives	N/A	identify words related to using data	use graphic aids
	segment and blend phonemes	digraph ch/ digraph ee	verbs for future actions	whole; more; much	fraction words	writing main idea
	N/A	long a digraphs	homonyms	N/A	estimate; exact; measure; price; weighs	write to a picture prompt; write to a text prompt
	N/A	different sounds of ou/silent k	plurals	N/A	words associated with guessing numbers	summary paragraph
	N/A	spelling for /oo/ hard and soft c	suffixes -ly & -ful	N/A	words associated with seeing color	cause and effect paragraph

Small-Group Leveled Text Strategies and Skills—Grade 2

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	
Enforcing Rules	7	M	28	Social Studies	Informational Nonfiction	make inferences	
Finding Shapes and Solids	7	M	28	Math	Informational Nonfiction	make predictions	
Solids	7	N	30	Science	Informational Nonfiction	make predictions	
Animals Side by Side	8	H	13	Math	Informational Nonfiction	compare and contrast	
Rocks	8	H	14	Science	Informational Nonfiction	compare and contrast	
Animals' Eyes and Ears	8	I	15	Science	Informational Nonfiction	compare and contrast	
Types of Communities	8	I	16	Social Studies	Informational Nonfiction	compare and contrast	
Four Faces in Rock	8	J	18	Math	Informational Nonfiction	compare and contrast	
Clothes Then and Now	8	K	20	Social Studies	Informational Nonfiction	compare and contrast	
How We Group Animals	8	L	24	Science	Informational Nonfiction	compare and contrast	
Communities Then and Now	8	M	28	Social Studies	Informational Nonfiction	compare and contrast	
From Axes to Zippers: Simple Machines	8	N	30	Science	Informational Nonfiction	compare and contrast	
Communication	9	H	13	Social Studies	Informational Nonfiction	identify cause and effect	

	Phonemic Awareness Skill	Phonics Skill	Word Study	High Frequency Words	Academic Content Vocabulary	Writing Lesson
	N/A	open syllables	use compound words	N/A	adult; classroom; coach; community; enforce; follow; halls; homework; police officer; principal; referee; rules; sports; teacher; treat	write to a picture prompt; write to a text prompt
	N/A	CVCe	antonyms	N/A	circle; cube; rectangle; rectangular prism; sphere; square	write to a picture prompt; write to a text prompt
	N/A	N/A	N/A	N/A	atom; element; gas; liquid; matter; molecule; particle; property; solid; state; temperature; volume	write a personal response; write to a text prompt; write to a picture prompt
	N/A	vowel diphthong /ou/	antonyms	you; can; look; at	compare; measure; count; numbers; length; greater; less; equal; alike; different	write to a picture prompt; write to a text prompt
	segment onset and rime	vowel sound /oo/ digraph ck	descriptive words	dark; hard; move	words about rocks	comparison paragraph
	segment and blend sounds	long vowel e vowel sound /i/	possessives	very; behind; water	body parts	comparison paragraph
	N/A	variant vowel /är/	use homonyms	a; an; has; many; people	buildings; buses; city; community; farms; ranches; rural; shopping malls; suburban; subways; trains; urban; villages	write to a picture prompt; write to a text prompt
	N/A	N/A	use capital letters for proper nouns/ use past and present tense verbs	N/A	identify words related to United States parks and monuments	use number facts
	N/A	variant vowel /ar/	use antonyms	N/A	animal skins; cloth; clothes; cotton; dresses; fur; leather; linen; machines; pants; shorts; silk; sizes; wool	write to a picture prompt; write to a text prompt
	N/A	variant vowel long /oo/	use homonyms	N/A	amphibians, backbone, cold-blooded, coverings, eggs, feathers, fins, flippers, fly, gills, hair, hatch, hunt, legs, mammals, meat, milk, reptiles, scales, skin, swim, tame, teeth, warm-blooded, wild, wings	write to a picture prompt; write to a text prompt
	N/A	vowel diphthong /ou/ syllable patterns	use antonyms	N/A	airplanes, businesses, cars, city, community, factories, farmers, jobs, laws, need, railroads, routes, school, steel, stores, technology, telephones, town, train, transportation	write to a picture prompt; write to a text prompt
	N/A	N/A	N/A	N/A	compound machine; fulcrum; inclined plane; lever; pulley; screw; simple machine; wedge; wheel and axle	compare and contrast using signal words and phrases
	N/A	silent letters	use homonyms	people; to; still; we; they	alphabet, books, communicate, letters, messages, newspapers, pictures, radio, talked, telegraph, telephones, television, wrote	write to a picture prompt; write to a text prompt

Small-Group Leveled Text Strategies and Skills—Grade 2

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	
The Power of Nature	9	H	14	Social Studies	Informational Nonfiction	identify cause and effect	
Going Places	9	I	15	Social Studies	Informational Nonfiction	identify cause and effect	
The Great Green Forest	9	I	16	Fiction Science	Informational Nonfiction	identify cause and effect	
Plants and Animals in Different Seasons	9	J	18	Science	Informational Nonfiction	identify cause and effect	
A Healthy Earth	9	K	20	Science	Informational Nonfiction	identify cause and effect	
Volcanoes	9	L	24	Science	Informational Nonfiction	identify cause and effect	
Gravity	9	M	28	Science	Informational Nonfiction	identify cause and effect	
Stormy Weather	9	N	30	Science	Informational Nonfiction	identify cause and effect	
Sports Around the World	10	H	13	Social Studies	Informational Nonfiction	draw conclusions	
How Many Muffins?	10	H	14	Math	Informational Nonfiction	draw conclusions	
Deserts	10	I	15	Social Studies	Informational Nonfiction	draw conclusions	
Are We Hurting the Earth?	10	I	16	Social Studies	Informational Nonfiction	draw conclusions	
A Visit to the United Nations	10	J	18	Social Studies	Informational Nonfiction	draw conclusions	
Shapes and Solids Outdoors	10	K	20	Math	Informational Nonfiction	draw conclusions	
Ellis Island	10	L	24	Social Studies	Informational Nonfiction	draw conclusions	
It's Earth Day!	10	M	28	Science	Informational Nonfiction	draw conclusions	
Treasured Possessions	10	N	30	How To	journals	draw conclusions make judgments	

	Phonemic Awareness Skill	Phonics Skill	Word Study	High Frequency Words	Academic Content Vocabulary	Writing Lesson
	blend syllables in words	diphthong /ou/ r-family blends	describing words	much; water; down	storm words	cause and effect paragraph
	segment and blend phoneme by phoneme	l-family blends CVCe pattern	singular and plural verbs	walk; work; live	words for travel	sequential paragraph
	manipulate final sounds	work with diphthong /ou/	use inflectional ending -ed	N/A	identify words that describe the environment	use past tense verbs
	N/A	long i digraphs (find, night, sunlight)	use antonyms	N/A	air, babies, days, eggs, fall, flowers, freezes, fur, nests, nights, seasons, snow, spring, summer, sunlight, temperature, weather, winter, year	write to a picture prompt; write to a text prompt
	N/A	closed syllables	use the prefix re-	N/A	environment; pollution; trash; waste; dump; harm; chemicals; factory; gases; pipes; scientists; reduce; reuse; recycle	write to a picture prompt; write to a text prompt
	N/A	silent b hard and soft g	descriptive language	N/A	words that describe volcanoes	cause and effect paragraph
	N/A	N/A	identify homophones use suffix -ing	N/A	identify words relating to gravity	understand introductions in nonfiction
	N/A	N/A	analyze compound words	N/A	blizzard; eye; hurricane; lightning; meteorologist; snowdrift; thunder; thunderstorm; tornado; whiteout	use cause and effect text structure
	segmenting syllables	final blend -nd blend sm-	commas in a list	across; another; still	sports words	comparison paragraph
	N/A	diphthong /ou/	context clues	large	bake sale; buy; money; muffins; subtract; turtle; sell; number; total	write to a picture prompt; write to a text prompt
	manipulate medial sounds	variant vowel oo word family -old	words that tell how much or how many	most; enough; much	desert words	summary paragraph
	medial sound substitution	r-family blends r-controlled vowels	purpose of past and present tense in the book	live; Earth; could	environmental words	cause and effect paragraph
	N/A	long e digraphs	base words	N/A	aid; delegate; headquarters; interpreters; project; United Nations; field trip; flags; problems; guides; member; language	write to a picture prompt; write to a text prompt
	N/A	CVCe	antonyms	N/A	circle; cube; rectangle; rectangular prism; sphere; square	write to a picture prompt; write to a text prompt
	N/A	N/A	use suffixes -tion -ion use factual describing words	N/A	describe immigrants' feelings	use quotations
	N/A	r-controlled i, e, u	suffix -tion (-ion and -ation)	N/A	Earth Day; environment; planet; pollution; projects; recycle; celebrate; problems; protect; garbage; symbol; awards	write to a picture prompt; write to a text prompt
	N/A	N/A	direct definitions	N/A	barge in; content; first-rate; oral presentation; scoured; snickered; treasured possession; troublemaker	graphic and text features; writing a journal

Benchmark Literacy Grade 2

Vocabulary and Spelling Words By Unit and Week

Unit	Week	Tier One Words	Tier Two Words	
1	1	SpiralUp: soon, could, watch, they, sometimes, their, eat, find, food, are, have, go, some, with, like, to	N/A	
	2	SpiralUp: another, want, don't, that, put, said, kind, you, saw, are, sound, too, to, have, one, out	N/A	
		Bringing Back the Whooping Crane (BB): from, help, new, use		
	3	SpiralUp: because, even, don't, large, done, saw, know, sound, once, soon, together, watch, another, eat, early, food	N/A	
2	4	SpiralUp: together, could, along, with, idea, into, off, some, walk, down, both, went, would, now, her, all	N/A	
	5	SpiralUp: began, very, big, water, off, with, once, is, saw, too, went, there, while, was, could, by	Why Spiders Have Small Waists (BB): Idiom (came by, stopped short, wait a minute, cry over spilled milk, don't count your chickens before they hatch, barking up the wrong tree, keep your chin up, back to square 1, a piece of cake)	
		Why Spiders Have Small Waists (BB): again, come, every, stop		
	6	SpiralUp: always, like, far, down, play, into, put, where, school, water, sometimes, our, while, good, when, from	Why Mosquitoes Buzz in People's Ears (RT): alarmed, lagoon, startled	
3	7	SpiralUp: always, think, even, was, idea, little, later, there, still, when, took, with, went, would, could, like	Comprehension Poster: first, next, then, now, last, soon, finally, after, over time, after some time	
	8	SpiralUp: near, they, away, made, play, so, idea, could, until, all, left, one, now, day, this, have	N/A	
	9	SpiralUp: began, up, don't, first, here, not, never, one, next, to, second, will, went, number, little, back	N/A	
4	10	SpiralUp: another, for, because, when, got, more, head, of, really, one, saw, out, thought, little, come, too	N/A	
	11	SpiralUp: important, with, took, where, off, their, need, have, left, will, together, by, big, look, down, how	Jack and the Beanstalk (BB): Rich verbs (stretched, towered, swung, strode, flew open, crept, chasing, swayed, shook)	
	12	SpiralUp: big, what, left, was, must, have, both, been, plant, time, play, did, out, have, with, you	Yeh-Shen (RT): bickering, devious, peasant	
5	13	SpiralUp: saw, what, head, this, school, year, last, before, don't, from, put, then, took, new, said, very	N/A	
	14	SpiralUp: enough, help, off, down, soon, this, try, old, why, said, from, one, through, other, made	N/A	
	15	SpiralUp: away, back, got, good, head, now, later, over, leave, want, read, take, saw, right, work, all	John Henry (RT): challenge, contraption, thundering	

RT (instruction with Reader's Theater Script)
 BB (instruction with Big Book)
 SpiralUp (instruction with SpiralUp Phonics Skill Bag Unit)

	Tier Three Words	Spelling Words
	Comprehension Poster: stated main idea, supporting details, ask questions	SpiralUp Unit 1: shock, fish, chunk, rock, trunk, dish, napkin, magnet, basket
	Bringing Back the Whooping Crane (BB): captivity, endangered, habitat, migrate, species, ultralight, wingspan	SpiralUp Unit 2: crate, stroke, glide, woke, plate, pride, reptile, naptime, mistake
	Under the Sea with Jacques Cousteau (RT): camera, divers, endangered, explorer, scuba gear, sonar	SpiralUp Unit 3: cry, go, she, fly, we, so, baby, robot, tidy
	Comprehension Poster: analyze character, visualize, traits, feelings, changes, relationships, clues	SpiralUp Unit 4: train, stay, eight, sprain, tray, freight, complain, obey, raisin
	N/A	SpiralUp Unit 5: float, doe, grown, boat, shown, toe, below, yellow, toenail
	N/A	SpiralUp Unit 6: dream, feel, yield, cream, wheel, field, greedy, increase, relief
	Comprehension Poster: identify sequence, determine text importance	SpiralUp Unit 7: bright, brightly, pie, lightning, sigh, tighten, high, flight, lie
	An Oak Tree Has a Life Cycle (BB): acorns, life cycle, plants, roots, sapling, seeds, stems, trunk	SpiralUp Unit 8: smart, scar, shark, start, star, spark, market, garlic, party
	The Day I Followed the Pickle (RT): digestive system, esophagus, fluids, gullet, intestine, stomach	SpiralUp Unit 9: score, fort, horn, shore, short, thorn, before, forest, hornet
	Comprehension Poster: story elements, character(s), setting, problem, solution, summarize, synthesize	SpiralUp Unit 10: learn, girl, turn, heard, twirl, churn, person, dirty, turnip
	N/A	SpiralUp Unit 11: blare, hair, bear, flare, pair, wear, repair, cherry, barely
	N/A	SpiralUp Unit 12: point, broil, boy, joint, spoil, toy, enjoy, poison, oyster
	Comprehension Poster: inferences, connections, clues, evidence	SpiralUp Unit 13: down, shout, mouth, town, sprout, south, surround, powder, outside
	Life in an Urban Community (BB): apartments, city, community helpers, homes, jobs, urban community	SpiralUp Unit 14: brew, soup, blue, clue, blew, group, cashew, cartoon, pursue
	N/A	SpiralUp Unit 15: brook, push, pull, bush, look, full, bully, bookshop, seagull

Benchmark Literacy Grade 2

Vocabulary and Spelling Words By Unit and Week

Unit	Week	Tier One Words	Tier Two Words	
6	16	SpiralUp: last, that, under, about, school, like, head, have, near, how, us, first, really, use, after, water	N/A	
	17	SpiralUp: along, with, never, who, run, around, second, them, tree, all, under, only, for, into, they, before	Postcard Clues (BB): Adjectives (best, beautiful, huge, ancient)	
		Postcard Clues (BB): down, old, today, which		
	18	SpiralUp: ask, about, it's, made, face, there, large, would, next, one, saw, be, watch, with, after, to	N/A	
7	19	SpiralUp: again, you, letter, your, need, our, never, through, thought, more, until, know, while, find, tell, that	N/A	
	20	SpiralUp: girl, some, need, one, those, want, soon, thing, children, know, should, each, help, been, you, were	The Ugly Duckling (BB): Antonyms (ugly/beautiful, happy/sad, big/small, tall/short, up/down, far/near)	
	21	SpiralUp: almost, know, every, that, group, many, might, some, animal, has, school, like, few, have, you, are	N/A	
8	22	SpiralUp: four, there, run, just, home, time, high, right, close, up, another, down, was, with, were, our	Comprehension Poster: alike, also, both, however, same, while, different, on the other hand, like	
	23	SpiralUp: another, two, answer, help, different, when, later, be, while, his, may, were, back, came, many, by	N/A	
	24	SpiralUp: animal, think, both, look, talk, around, those, they, thought, are, walk, said, want, made, people, his	N/A	
9	25	SpiralUp: near, more, don't, that, thought, will, took, one, went, out, air, day, through, as, only, back	Comprehension Poster: because, so, if...then, as a result, caused/causes	
	26	SpiralUp: every, help, start, through, off, water, saw, great, side, some, change, would, just, other, come, get	N/A	
	27	SpiralUp: own, which, feet, could, saw, any, stop, very, mother, but, really, how, try, just, your, would	Androcles and the Lion (RT): cruelty, furious, pluck	
10	28	SpiralUp: something, our, earth, water, food, also, again, time, car, their, let, them, important, use, thing, new	N/A	
	29	SpiralUp: being, great, family, would, miss, first, plant, could, until, time, well, very, want, could, be, over	Stephanie Investigates (BB): Words associated with mysteries (culprit, case, stakeout, suspicious, detective)	
		Stephanie Investigates (BB): about, off, think, what	N/A	
	30	SpiralUp: does, call, paper, from, white, one, let, day, keep, small, those, into, off, back, about, little	N/A	

RT (instruction with Reader's Theater Script)
 BB (instruction with Big Book)
 SpiralUp (instruction with SpiralUp Phonics Skill Bag Unit)

	Tier Three Words	Spelling Words
	Comprehension Poster: summarize, fix-up, detail, big ideas, summary	SpiralUp Unit 16: claw, small, boss, draw, stall, gloss, salty, bossy, jigsaw
	Postcard Clues (BB): Words that name continents and countries (Europe, Asia, North America, Australia, Africa, South America, Antarctica, Italy, China, United States, Canada)	SpiralUp Unit 17: puddle, saddle, bottle, table, noble, bridle, purple, marble, turtle
	Cry Out Liberty: Sarah Winnemucca, Indian Princess (RT): bureau, country, Europe, interior, liberty, Paiute, protect, reservation	SpiralUp Unit 18: softball, someone, nighttime, cherry pie, fire drill, high school, good-bye, part-time, ice-skater
	Comprehension Poster: predictions, inferences, clues, evidence	SpiralUp Unit 19: she's, it's, you're, weren't, won't, didn't, you've, they've, we've
	N/A	SpiralUp Unit 20: spices, acorns, apples, dishes, classes, indexes, watches, ponies, cities
	The Tricky Garden (RT): crop, garden, harvest, leaves, lesson, picnic, roots, selfish, stem, tasty	SpiralUp Unit 21: sheep, deer, teeth, women, dozen, traffic, moose, geese, oxen
	Comprehension Poster: compare, comparisons, contrast, determine text importance	SpiralUp Unit 22: helped, helping, printed, printing, sliced, slicing, joked, joking, dropped, dropping, clapped, clapping
	Transportation Past and Present (BB): airplane, future, goods, inventors, past, present, railroad, steamboat, transportation	SpiralUp Unit 23: painter, writer, farmer, actor, sailor, visitor, swimmer, runner, robber
	The Star Spangled Banner Story (RT): anthem, banner, perilous, ramparts, star-spangled, twilight	SpiralUp Unit 24: rounder, smoother, lighter, funniest, earliest, prettiest, bigger, sadder, hottest
	Comprehension Poster, cause, effect, connections	SpiralUp Unit 25: easy, squeaky, needy, gloomy, snoopy, goofy, jerky, thirsty, wormy
	Why Do We Have Rules? (BB): citizens, community, fairness, laws, rules, safe	SpiralUp Unit 26: friendly, directly, gloomily, happily, angrily, quietly, safely, luckily
	N/A	SpiralUp Unit 27: unfair, unhappy, unload, unfold, unafraid, unlikely
	Comprehension Poster: conclusions, inferences, clues, evidence	SpiralUp Unit 28: repaint, repay, regroup, renew, return, recheck
	N/A	SpiralUp Unit 29: disorder, disagree, distrust, dishonest, disgrace, disappear
	N/A	SpiralUp Unit 30: priceless, useless, powerless, cloudless, breathless, fearless
	The Earth Day Garden (RT): community, green space, neighborhood, reception, stray, tend, vacant, volunteers	

SpiralUp Phonics Skills–Grade 2

Lesson	Review Skill
Lesson 1	Initial blends
Lesson 2	Final blends
Lesson 3	Consonant digraphs ch, sh
Lesson 4	Consonant digraphs th, wh, ng, ck
Lesson 5	Initial three-letter blends

Unit 1	Short vowels	Closed-syllable patterns
Unit 2	Long vowels	CVCe syllable patterns
Unit 3	Long vowels	Open-syllable patterns
Unit 4	Consonant digraphs th, wh, ck, nd	Long a digraph syllable patterns
Unit 5	Long vowels	Long o digraph syllable patterns
Unit 6	Long o digraph syllable patterns	Long e digraph syllable patterns
Unit 7	Long e digraph syllable patterns	Long i digraph syllable patterns
Unit 8	Long i digraph syllable patterns	r-controlled a syllable patterns
Unit 9	r-controlled a syllable patterns	r-controlled o syllable patterns
Unit 10	r-controlled o syllable patterns	r-controlled e, i, u syllable patterns
Unit 11	r-controlled e, i, u syllable patterns	r-controlled /âĤr/ syllable patterns
Unit 12	r-controlled /âĤr/ syllable patterns	Vowel diphthong /oi/ syllable patterns
Unit 13	Vowel diphthong /oi/ syllable patterns	Vowel diphthong /ou/ syllable patterns
Unit 14	Vowel diphthong /ou/ syllable patterns	Variant vowel /oo/ syllable patterns
Unit 15	Variant vowel /oo/ syllable patterns	Variant vowel /oo/ syllable patterns
Unit 16	Variant vowel /oo/ syllable patterns	Variant vowel /ô/ syllable patterns
Unit 17	Variant vowel /ô/; soft c and g	Consonant + le syllable patterns
Unit 18	Silent letters	Compound words and silent letters
Unit 19	Closed-syllable patterns	Contractions
Unit 20	CVCe syllable patterns	Regular plurals

Open-syllable patterns	Irregular plurals	
Unit 22	Vowel digraph syllable patterns	-ed, -ing endings
Unit 23	r-controlled syllable patterns	-er, -or endings
Unit 24	Consonant + le, al, el syllable patterns	Comparatives
Unit 25	Contractions	-y endings
Unit 26	Plurals	-ly ending
Unit 27	Review -ed, -ing, -er, -or endings	Prefix un-
Unit 28	Comparatives	Prefix re-
Unit 29	-y, -ly endings	Prefix dis-
Unit 30	Review prefixes un-, re-, dis-	Suffix -less
Unit 31	Review suffix -less	Suffixes -sion, -tion, -ion
Unit 32	Review suffixes -sion, -tion, -ion, -ation, -ition	Greek roots

Grade 2 Recommended Trade Book Read-Aloud Titles*

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
1	Ask questions	The Best Story	Eileen Spinelli	Realistic Fiction
1	Ask questions	Happy Birthday, Martin Luther King	Jean Marzollo	Biography
1	Ask questions	Danitra Brown, Class Clown	Nikki Grimes	Realistic Fiction
1	Ask questions	The Emperor's Egg	Martin Jenkins	Informational Nonfiction
1	Ask questions	The Other Side	Jacqueline Woodson	Historical Fiction
1	Ask questions	Duke Ellington: The Piano Prince and His Orchestra	Andrea Pinkney	Biography
2	Visualize	The Polar Express	Chris Van Allsburg	Fantasy
2	Visualize	Mammoths on the Move	Lisa Wheeler	Informational Nonfiction
2	Visualize	Casey at the Bat: A Ballad of the Republic Sung in the Year 1888	Ernest L. Thayer	Historical Fiction/Fables
2	Visualize	What Do You Do When Something Wants to Eat You?	Steve Jenkins	Informational Nonfiction
2	Visualize	All Alone	Kevin Henkes	Realistic Fiction
2	Visualize	One Giant Leap	Don Brown	Biography
2	Determine text importance	Diary of a Worm	Doreen Cronin	Diary/Animal Fantasy
3	Determine text importance	Bill Pickett: Rodeo-Ridin' Cowboy	Andrea-Davis Pinkney	Biography
3	Determine text importance	The Biggest Bear	Lynd Ward	Realistic Fiction
3	Determine text importance	Minty: A Story of Young Harriet Tubman	Alan Shroeder	Historical Fiction
3	Determine text importance	The Story of Jumping Mouse	John Steptoe	Animal Fantasy
3	Determine text importance	Letting Swift River Go	Jane Yolen	Historical Fiction
4	Summarize & synthesize	Alexander, Who Used to Be Rich Last Sunday	Judith Viorst	Realistic Fiction
4	Summarize & synthesize	Beaks!	Sneed B. Collard III	Informational Nonfiction
4	Summarize & synthesize	Big Al	Andrew Clements	Animal Fantasy
4	Summarize & synthesize	Big Cats	Dorothy Patent	Informational Nonfiction
4	Summarize & synthesize	The Girl Who Loved Wild Horses	Paul Goble	Realistic Fiction
4	Summarize & synthesize	Endangered Elephants	Bobbie Kalman	Informational Nonfiction
5	Make connections	Julius, the Baby of The World	Kevin Henkes	Realistic Fiction/Animal Fantasy
5	Make connections	My Painted House, My Friendly Chicken, and Me	Maya Angelou	Informational Nonfiction
5	Make connections	When Sophie Gets Angry—Really, Really Angry	Molly Bang	Realistic Fiction
5	Make connections	Dia's Story Cloth	Dia Cha	Informational Nonfiction/Biography
5	Make connections	Alexander and the Wind-Up Mouse	Leo Lionni	Animal Fantasy

*All titles are based on the recommended read-aloud lists of Linda Hoyt, Fountas & Pinnell, Stephanie Harvey, Making Meaning, and Booksource.

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
6	Fix-up monitoring	Raising Dragons	Jerdine Nolen	Fantasy
6	Fix-up monitoring	Hello, Fish! Visiting the Coral Reef	Sylvia A. Earle	Informational Nonfiction
6	Fix-up monitoring	Stellaluna	Janell Cannon	Animal Fantasy
6	Fix-up monitoring	The Reasons for Seasons	Gail Gibbons	Informational Nonfiction
6	Fix-up monitoring	The True Story of the Three Little Pigs	Jon Scieszka	Fractured Fairy Tales
6	Fix-up monitoring	Seashore Babies	Tara and Kathy Darling	Informational Nonfiction
7	Make inferences	Imogene's Antlers	David Small	Fantasy
7	Make inferences	Why Do Leaves Change Color?	Betsy Maestro	Informational Nonfiction
7	Make inferences	Six-Dinner Sid	Inga Moore	Animal Fantasy
7	Make inferences	The Babe & I	David A. Adler	Historical Fiction
7	Make inferences	Scaredy Squirrel	Melanie Watt	Animal Fantasy
7	Make inferences	Journey to Ellis Island	Carol Bierman	Informational Nonfiction/ Biography
8	Determine text importance	The Great Kapok Tree: A Tale of the Amazon Rain Forest	Lynne Cherry	Animal Fantasy
8	Determine text importance	The King's Day: Louis XIV of France	Aliki	Informational Nonfiction/ Biography
8	Determine text importance	Tops and Bottoms	Janet Stevens	Fables
8	Determine text importance	One More Border: The True Story of One Family's Escape from War-Torn Europe	William Kaplan	Informational Nonfiction/ Biography
8	Determine text importance	Strega Nona	Tomie dePaola	Fables
9	Make connections	The Little House	Virginia Lee Burton	Historical Fiction
9	Make connections	The Flag We Love	Pam Muñoz Ryan	Informational Nonfiction
9	Make connections	Wilfrid Gordon McDonald Partridge	Mem Fox	Realistic Fiction
9	Make connections	I Pledge Allegiance	Bill Martin Jr. and Michael Sampson	Informational Nonfiction
9	Make connections	A Fine, Fine School	Sharon Creech	Realistic Fiction
9	Make connections	Wild Babies	Seymour Simon	Informational Nonfiction
10	Make inferences	The Three Little Pigs	James Marshall	Fairy Tales
10	Make inferences	Are You a Spider?	Judy Allen	Informational Nonfiction
10	Make inferences	Mirette on the High Wire	Emily Arnold McCully	Historical Fiction
10	Make inferences	Honest Abe	Edith Kunhardt	Informational Nonfiction/ Biography
10	Make inferences	Dear Juno	Soyung Pak	Realistic Fiction
10	Make inferences	How Do You Raise a Raisin?	Pam Muñoz Ryan	Informational Nonfiction

*All titles are based on the recommended read-aloud lists of Linda Hoyt, Fountas & Pinnell, Stephanie Harvey, Making Meaning, and Booksource.

Overview

Grade 3

Skills & Strategies

Whole-Group Mini-Lesson Strategies and Skills—Grade 3

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Vocabulary, and Fluency	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
<ul style="list-style-type: none"> Ask Questions Identify Stated Main Idea & Supporting Details 	1.1	1	Ask questions	<ul style="list-style-type: none"> Comprehension Anchor Posters: Ask questions/ Identify stated main idea & supporting details 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	Compound words
	1.2	2	Ask questions	<ul style="list-style-type: none"> Genre Anchor Posters: Biography 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Compound words Adding -ing to words with VC and VCC patterns
	1.3	3	Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Harriet Tubman and the Underground Railroad</i> Fluency Poster: Speed/Pacing—Varied 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Adding -ing to words with VC and VCC patterns Adding -ing to words with VCe and VCC patterns
<ul style="list-style-type: none"> Visualize Analyze Character 	2.1	4	Visualize	<ul style="list-style-type: none"> Comprehension Anchor Posters: Visualize/Analyze character 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Adding -ing to words with VCe and VCC patterns Review of double, e-drop, and no change
	2.2	5	Visualize	<ul style="list-style-type: none"> Genre Anchor Posters: Personal Narratives 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Review of double, e-drop, and no change Adding -ed to words
	2.3	6	Visualize/Ask questions	<ul style="list-style-type: none"> Reader's Theater: <i>Our New Home</i> Fluency Poster: Pausing—Short Pause 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Adding -ed to words Unusual past-tense words
<ul style="list-style-type: none"> Determine Text Importance Identify Sequence of Events 	3.1	7	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance/Identify sequence of events 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Unusual past-tense words Plural endings: adding -es, -ies
	3.2	8	Determine text importance	<ul style="list-style-type: none"> Genre Anchor Posters: Historical Fiction 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Plural endings: adding -es, -ies Irregular plurals
	3.3	9	Determine text importance/Visualize	<ul style="list-style-type: none"> Reader's Theater: <i>Cesar Chavez Comes to Visit</i> Fluency Poster: Pausing—Full Stop 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Irregular plurals y + inflectional endings
<ul style="list-style-type: none"> Summarize & Synthesize Analyze Story Elements 	4.1	10	Summarize & synthesize	<ul style="list-style-type: none"> Comprehension Anchor Posters: Summarize & synthesize/Analyze story elements 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> y + inflectional endings Syllable juncture in VCV and VCCV patterns
	4.2	11	Summarize & synthesize	<ul style="list-style-type: none"> Genre Anchor Posters: Realistic Fiction 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Syllable juncture in VCV and VCCV patterns More syllable juncture in VCV and VCCV patterns
	4.3	12	Summarize & synthesize/Determine text importance	<ul style="list-style-type: none"> Reader's Theater: <i>The Great Lemonade Standoff</i> Fluency Poster: Inflection/Intonation—Pitch 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> More syllable juncture in VCV and VCCV patterns Syllable juncture in VCV and VVCV patterns
<ul style="list-style-type: none"> Make Connections Make Inferences 	5.1	13	Make connections	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make connections/Make inferences 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Syllable juncture in VCV and VVCV patterns Syllable juncture in VCCCV and VV patterns
	5.2	14	Make connections	<ul style="list-style-type: none"> Genre Anchor Posters: Trickster Tales 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Syllable juncture in VCCCV and VV patterns Open and closed syllables and inflected endings
	5.3	15	Make connections/Summarize & synthesize	<ul style="list-style-type: none"> Reader's Theater: <i>Kanchil Outsmarts the Crocodile</i> Fluency Poster: Inflection/Intonation—Volume 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Open and closed syllables and inflected endings Long a patterns in accented syllables

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Vocabulary, and Fluency	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
<ul style="list-style-type: none"> Fix-Up Monitoring Distinguish & Evaluate Fact & Opinion 	6.1	16	Fix-up monitoring	<ul style="list-style-type: none"> Comprehension Anchor Posters: Fix-up monitoring/ Distinguish & evaluate fact & opinion 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Long a patterns in accented syllables Long i patterns in accented syllables
	6.2	17	Fix-up monitoring	<ul style="list-style-type: none"> Genre Anchor Posters: Persuasive Letters 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Long i patterns in accented syllables Long o patterns in accented syllables
	6.3	18	Fix-up monitoring/Make connections	<ul style="list-style-type: none"> Reader's Theater: <i>The Food Pyramid Disaster</i> Fluency Poster: Inflection/ Intonation—Stress 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Long o patterns in accented syllables Long u patterns in accented syllables
<ul style="list-style-type: none"> Make Inferences Make Predictions 	7.1	19	Make inferences	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make Inferences/ Make predictions 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Long u patterns in accented syllables Long e patterns in accented syllables
	7.2	20	Make inferences	<ul style="list-style-type: none"> Genre Anchor Posters: Fairy Tales 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Long e patterns in accented syllables Unaccented final syllables (le)
	7.3	21	Make inferences/Fix-up monitoring	<ul style="list-style-type: none"> Reader's Theater: <i>Rough-Face Girl</i> Fluency Poster: Phrasing—High-Frequency Word Phrases 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Unaccented final syllables (le) Unaccented final syllables (le, el, il, al)
<ul style="list-style-type: none"> Determine Text Importance Compare & Contrast 	8.1	22	Determine text importance	<ul style="list-style-type: none"> Comprehension Anchor Posters: Determine text importance/Compare & contrast 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Unaccented final syllables (le, el, il, al) Unaccented final syllables (er, ar, or)
	8.2	23	Determine text importance	<ul style="list-style-type: none"> Genre Anchor Posters: Tall Tales 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Unaccented final syllables (er, ar, or) Agents
	8.3	24	Determine text importance/Make inferences	<ul style="list-style-type: none"> Reader's Theater: <i>How Davy Crockett Moved the Sun</i> Fluency Poster: Expression—Anticipation and Mood 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Agents Final -y, -ey, and -ie
<ul style="list-style-type: none"> Make Connections Identify Cause & Effect 	9.1	25	Make connections	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make connections/ Identify cause & effect 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> Final -y, -ey, and -ie Hard and soft c
	9.2	26	Make connections	<ul style="list-style-type: none"> Genre Anchor Posters: Pourquoi Tales 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Hard and soft c Hard and soft g
	9.3	27	Make connections/ Determine text importance	<ul style="list-style-type: none"> Reader's Theater: <i>Why the Sky Is Far Away</i> Fluency Poster: Expression—Characterization and Feelings 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Hard and soft g The sound of k spelled ck, ic, and x
<ul style="list-style-type: none"> Make Inferences Draw Conclusions 	10.1	28	Make inferences	<ul style="list-style-type: none"> Comprehension Anchor Posters: Make inferences/Draw conclusions 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> The sound of k spelled ck, ic, and x Prefixes (re-, un-)
	10.2	29	Make inferences	<ul style="list-style-type: none"> Genre Anchor Posters: Fables 	<ul style="list-style-type: none"> Leveled Texts for Comprehension Instruction Leveled Texts for Genre Study 	<ul style="list-style-type: none"> Prefixes (re-, un-) Prefixes (dis-, mis-, pre-)
	10.3	30	Make inferences/Make connections	<ul style="list-style-type: none"> Reader's Theater: <i>The Ant and Grasshopper Show</i> Fluency Poster: Expression—Dramatic Expression 	<ul style="list-style-type: none"> Reader's Theater Scripts 	<ul style="list-style-type: none"> Prefixes (dis-, mis-, pre-) Suffixes (-y, -ly, -ily)

Small-Group Leveled Text Strategies and Skills—Grade 3

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Probability	1	M	28	Math	Informational Nonfiction	identify main idea and supporting details	N/A	
Our Solar System: The Sun	1	N	30	Science	Informational Nonfiction	identify main idea and supporting details	N/A	
Bridges: Chemistry in Medicine	1	O	34	Science	Informational Nonfiction	identify main idea and supporting details	read with phrases	
Bridges: Gold	1	P	38	Science	Informational Nonfiction	identify main idea and supporting details	read commas	
George Washington, Abraham Lincoln	1	P	38	Biography	biography	identify sequence of events analyze character	Speed/Pacing: Varied	
The Southeast	1	Q	40	Social Studies	Informational Nonfiction	identify main idea and supporting details	N/A	
Bridges: Ancient Greece	1	R	40	Social Studies	Informational Nonfiction	identify main idea and supporting details	read smoothly with minimal breaks	
Bridges: George Washington, Abraham Lincoln*	1	J	18	N/A	Biography	identify sequence of events analyze character	Speed/Pacing: Varied	
The Cooking Contest	2	M	28	Fiction Math	Realistic Fiction	analyze character	N/A	
The Three Little Pigs Wise Up and The Princess, The Prince, and the Vegetables	2	N	30	Drama Social Studies	Drama	analyze character	N/A	
Sports Legends	2	O	34	Biography Science	Biography	analyze character	N/A	
Max's Glasses	2	P	38	Fiction Social Studies	Science Fiction	analyze character	N/A	
Memorable Misadventures	2	P	38	How To	personal narratives	evaluate fact and opinion evaluate author's purpose	Expression: Characterization and feeling	

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be part of the leveled text collection you are using.

	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	N/A	N/A	suffix -ly / Greek roots	probability words	main idea paragraph
	ask questions	use context clues to determine word meaning: direct definitions	N/A	convective zone; core; corona; eclipse; equator; heliocentric; helium; hydrogen; orbit; photosphere; radiative zone; solar flare; solar prominence; solar wind; sunspot	write a personal response; write to a text prompt; write to a picture prompt
	reread	word map; pedestal word chart; word bench; multiple-meaning word	N/A	antibody; antibiotic; atom; bacteria; cell; compound; element; fungus; gene; matter; molecule; nutrient; vaccine; virus	summarize
	make connections	word map; pedestal word chart; word bench; multiple-meaning word	N/A	alloy; compound; corrode; crust; ductile; element; karat; luster; magma; malleable; mantle; mineral; ore; property; gold	summarize
	N/A	N/A	adjectives that describe setting	beloved; dense; expanding; fertile; grand; mysterious; open; rugged; spacious	strong verbs; write a biography
	visualize	use context clues to determine word meaning: direct definitions	N/A	barrier island; coastal; erode; habitat; humid; hurricane; immigrant; import; lagoon; landform; peak; plain; region; Southeast; treaty	write a personal response; write to a text prompt; write to a picture prompt
	ask questions	word map; pedestal word chart; word bench; multiple-meaning word	N/A	acropolis; agora; archaeologist; architecture; citizen; city-state; civilization; culture; democracy; epic; gymnasium; historian; noble; philosophy; ruins; temple	summarize
	N/A	N/A	adjectives that describe setting	beloved; dense; expanding; fertile; grand; mysterious; open; rugged; spacious	strong verbs; write a biography
	make text to self connections	N/A	identify compound verbs/Identify adjectives	describe unusual snacks	use lists in sentences
	N/A	knowledge of word structures to determine word meaning	analyze compound words	N/A	write a script
	determine text importance	context clues to determine word meaning: multiple-meaning words	N/A	agility; amateur; champion; circuit; clinic; forward; hat trick; league; meet; professional; title	write a character analysis
	N/A	use context clues to determine word meaning/knowledge of word structures to determine word meaning	analyze compound words	N/A	describe a character
	N/A	N/A	specific adjectives	customary; determined; diabolical; emotional; fancy; gigantic; gusting; irritating; lucky; monstrous; steep; winding	writer's voice; writing a personal narrative

Small-Group Leveled Text Strategies and Skills—Grade 3

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Women Who Dared	2	Q	40	Biography Social Studies	Biography	analyze character	N/A	
Daniel Boone, Sal Fink, Paul Bunyan	2	R	40	Fiction	Tall Tales	analyze character	read with anticipation and mood	
Bridges: Memorable Misadventures*	2	J	18	N/A	Personal Narratives	evaluate fact and opinion evaluate author's purpose	Expression: Characterization and Feelings	
Taking Photographs	3	M	28	How To	Procedural Nonfiction	identify sequence of events	N/A	
Making Crafts From Around the World	3	N	30	How To Social Studies	Procedural Nonfiction	identify sequence of events	N/A	
Bridges: The Voyages of Christopher Columbus	3	O	34	Social Studies	Informational Nonfiction	identify sequence of events	read with appropriate pauses	
From Broad Street to Beacon Hill: An Irish Immigrant Experience; Rocket Girl: A Story of the Civil Rights Movement	3	O	34	Fiction	Historical Fiction	analyze character make judgments	Expression: Dramatic Expression	
Math in the Garden	3	P	38	Math Science	Procedural Nonfiction	identify sequence of events	N/A	
Being a Bug Scout	3	Q	40	How To Science	Procedural Nonfiction	identify sequence of events	N/A	
Gold Rush!	3	R	40	Social Studies	Informational Nonfiction	identify sequence of events	N/A	
Bridges: From Broad Street to Beacon Hill: An Irish Immigrant Experience; Rocket Girl: A Story of the Civil Rights Movement*	3	K	20	N/A	Historical Fiction	analyze character make judgments	Expression: Dramatic Expression	
Environmentally Friendly World	4	M	28	Fiction Social Studies	Realistic Fiction	analyze story elements	N/A	
The Thing in the Cave, Jamal's Secret	4	N	30	Fiction	Realistic Fiction	analyze story elements draw conclusions	Inflection/Intonation: Pitch	
The Writing on the Wall, Tia's Bad Day	4	N	30	Fiction	Realistic Fiction	analyze character draw conclusions	Inflection/Intonation: Pitch	
Storm Chasers	4	O	34	Fiction Science	Adventure Fiction	analyze story elements	N/A	

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	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	write about it	context clues to determine word meaning: descriptions	N/A	abolition movement; abolitionist; activist; amendment; Civil War; conductor; discrimination; Great Depression; humanitarian; injustice; internment camp; Quaker; register; sweatshop; Underground Railroad	analyze character paragraph
	N/A	N/A	word origins	antisocial; devoid; expert; horizon; impending; incapacitated; malevolent; posterior; preeminent; subdued; telescope	hyperbole; write a tall tale
	N/A	N/A	specific adjectives	customary; determined; diabolical; emotional; fancy; gigantic; gusting; irritating; lucky; monstrous; steep; winding	writer's voice; writing a personal narrative
	N/A	N/A	Greek roots	photography words	summary paragraph
	make connections	knowledge of word structures to determine word meaning: pronunciation keys	N/A	culture; embroidered; generation; symbol; texture; transparency; Zulu	describe steps in a process
	make connections	word map; pedestal word chart; word bench; multiple-meaning word	N/A	almanac; colony; doldrums; eclipse; enslave; malaria; marooned; pearl; reef	summarize
	N/A	N/A	direct definition	commando; famine; forage; gathered; landlords; mansion; matinee; mishap; protest; ransom; serial	idiom; writing a historical fiction story
	N/A	use context clues to determine word meaning/identify synonyms antonyms and homonyms	identify synonyms	area; border; budget; cubic feet; fertilizer; peat moss; perimeter; rectangle; seedlings; square; square feet; thinning; volume; weeds	describe the steps in a process
	visualize	knowledge of word structures to determine word meaning: base words/suffixes	N/A	antennae; biological; chrysalis; colony; humidity; inflate; intricate; maze; metamorphosis; moist; orb; prey; pupa; strand; vibration	write a sequential paragraph
	write about it	context clues to determine word meaning: definitions	N/A	analyze; bill; ethnic group; immigrant; luster; outfitter; prairie; process; prospector; standard; tributary; underestimate	cause/effect paragraph using signal words and phrases
	N/A	N/A	direct definition	commando; famine; forage; gathered; landlords; mansions; matinee; mishap; protest; ransom; serial	idiom; writing a historical fiction story
	make text to text connections	N/A	use suffix -ing/ understand prepositions	identify words related to science fiction	use descriptive words
	N/A	N/A	synonyms	collapsed; concerned; crabby; drooping; filth; gigantic; hollering; murmuring; panting; skidding	simile; writing realistic fiction
	N/A	N/A	antonyms	ancient; careful; curious; dawdling; fantastic; negative; ordinary; record; sagged; whispered	personification; writing realistic fiction
	N/A	identify synonyms antonyms and homonyms	identify homonyms	N/A	develop story elements

Small-Group Leveled Text Strategies and Skills—Grade 3

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Sleeping Beauty, Puss in Boots	4	P	38	Fiction	fairy tales	analyze story elements draw conclusions	Expression: Characterization and feeling	
Bridges: The Writing on the Wall, Tia's Bad Day*	4	J	18	N/A	Realistic Fiction	analyze character draw conclusions	Inflection/ Intonation: Pitch	
Rough-Face Girl, The Red Swan	4	Q	40	Fiction	fairy tales	analyze story elements	read with anticipation and mood	
Why Mosquitoes Buzz in People's Ears, How Leopard Got His Spots, How Giraffe Got Such a Long Neck	4	R	40	Fiction	folktales	analyze story elements	read with characterization and feeling	
Samantha Saves the Stream	5	M	28	Fiction Science	mystery	make inferences	read ellipses	
Math on the Moon	5	N	30	Math Science	Informational Nonfiction	make inferences	N/A	
The Fox and the Raccoon, The Hodja and the Soup, Loki Saves the Boy	5	N	30	Fiction	Folktales (cross-cultural)	analyze story elements analyze character	Inflection/ Intonation: Stress	
Daily Life Around the World	5	O	34	Social Studies	Informational Nonfiction	make inferences	N/A	
Three Historical Communities of North America	5	P	38	Social Studies	Informational Nonfiction	make inferences	N/A	
Animals of North America	5	Q	40	Math Science	Informational Nonfiction	make inferences	N/A	
Math to Build On	5	R	40	Math Social Studies	Informational Nonfiction	make inferences	N/A	
Bridges: The Fox and the Raccoon; The Hodja and the Soup; Loki Saves the Boy*	5	K	20	N/A	Trickster Tales	analyze story elements analyze character	Inflection/ Intonation: Stress	
Birthdays Around the World	6	M	28	Social Studies	Informational Nonfiction	evaluate fact and opinion	N/A	
Bridges: Diamonds	6	N	30	Science	Informational Nonfiction	evaluate fact and opinion	read with appropriate pitch	
Clean Up City Park!; Ride Bikes, Not Cars!; We Need New Playground Equipment!	6	N	30	How To	persuasive letters	evaluate fact and opinion evaluate author's purpose	Expression: Dramatic Expression	

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	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	N/A	N/A	description	brambles; charmed; clever; gallantly; generous; oblige; quest; rage; slumber; vanished; woe	simile; writing a fairy tale
	N/A	N/A	antonyms	ancient; careful; curious; dawdling; fantastic; negative; ordinary; record; sagged; whispered	personification; writing realistic fiction
	N/A	N/A	synonyms	aura; boldly; disbelief; fashioned; hue; reclaim; rivals; scarlet; splendid; unique	metaphor; write a fairy tale
	N/A	N/A	synonyms	budge; concealed; despair; distant; enormous; famished; frightened; hide; hue; mighty; nuisance; sorcerer; startled; vowed	personification; write a pourquoi tale
	stop, think, and write	N/A	adjectives	environment; floated; neighbors; pollution; stream; trash; trash grate; lily pads; nature; sewer; Earth Day	write to a picture prompt; write to a text prompt
	N/A	knowledge of word structures/context clues to determine word meaning	use context clues	atmosphere; circumference; crater; diameter; first quarter; full moon; gravity; last quarter; meteorites; new moon; orbit; probe; satellite; telescope	use descriptive text structures
	N/A	N/A	synonyms	compliment; demanded; doubted; embraced; gurgled; perplexed; postpone; procession; seize; selected; situation; transform; volunteered; whiff	simile; writing a trickster tale
	reread	identify homonyms	N/A	bamboo; dugout; elder; harvest; irrigate; kraal; monsoon; nanga; nomad; ocher; opal; outback; rice paddy; tradition	write a personal response; write to a text prompt; write to a picture prompt
	think about it write about it	use context clues to determine word meaning: direct definitions	N/A	colony; colonist; communities; culture; governor; kiva; mesa; Mesa Verde; permanent; plantation; Pilgrim; pueblo; tradition	write a personal response; write to a text prompt; write to a picture prompt
	think about it write about it	use context clues to determine word meaning: descriptions	N/A	adaptation; camouflage; continent; equator; estuary; extinct; habitat; hibernate; instinct; migration; nocturnal; predator; species; survive	write a personal response; write to a text prompt; write to a picture prompt
	think about it	knowledge of word structures to determine word meaning: base words	N/A	arch; dome; dynasty; minaret; octagon; pharaoh; pyramid; shah; symmetrical	inferential paragraph
	N/A	N/A	synonyms	compliment; demanded; doubted; embraced; gurgled; perplexed; postpone; procession; seize; selected; situation; transform; volunteered; whiff	simile; writing a trickster tale
	N/A	N/A	dictionary skills	words associated with birthdays	comparison paragraphs
	visualize	word map; pedestal word chart; word bench; multiple-meaning word	N/A	atom; carat; crust; element; erode; kimberlite pipe; luster; mantle; mineral; primary deposit; property	summarize
	N/A	N/A	emotion words	apathetic; concern; disappointment; disgusted; distressed; disturbed; heartbroken; responsible; sympathize	a strong ending: writing a persuasive letter

Small-Group Leveled Text Strategies and Skills—Grade 3

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
From Caves to Canvas	6	O	34	Social Studies	Informational Nonfiction	evaluate fact and opinion	N/A	
My Running Log	6	P	38	How To	Journals	evaluate fact and opinion make predictions	Expression: Dramatic Expression	
Old Oak Park	6	Q	40	How To	Persuasive Letters	evaluate fact and opinion	read with inflection/ tone: volume	
The Pacific Northwest	6	R	40	Social Studies	Informational Nonfiction	evaluate fact and opinion	N/A	
Bridges: Clean Up City Park!; Ride Bikes, Not Cars!; We Need New Playground Equipment!*	6	J	18	N/A	Persuasive Letters	evaluate fact and opinion evaluate author's purpose	Expression: Dramatic Expression	
Pizza Parts	7	M	28	Math	Informational Nonfiction	make predictions	N/A	
Symbols of Our Country	7	N	30	Social Studies	Informational Nonfiction	make predictions	N/A	
Animal Behaviorists	7	O	34	Biography Science	Biography	make predictions	N/A	
Yeh-Shen, The Toad Bridegroom	7	O	34	Fiction	Fairy Tales (cross-cultural)	analyze story elements draw conclusions	Expression: Characterization and feeling	
Anansi and Sky King, Hare and Lion	7	P	38	Fiction	Folktales (cross-cultural)	make predictions analyze story elements	Inflection/ Intonation: Stress	
The Dog Did My Homework, Bigger	7	Q	40	Fiction	Science Fiction	make predictions	read with characterization and feeling	
The Magic Passport	7	R	40	Fiction Social Studies	Fantasy	make predictions	N/A	
Bridges: Yeh-Shen; The Toad Bridegroom*	7	J	18	N/A	Fairy Tales	analyze story elements draw conclusions	Expression: Characterization and Feelings	
Polar Habitats	8	M	28	Science	Informational Nonfiction	compare and contrast	Read commas	

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	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	N/A	knowledge of word structures to determine word meaning/ use context clues to determine word meaning	use root words	action painters; canvas; cubist; fresco; impressionists; mosaics; mummies; papyrus; parchment; perspective; pop art; portrait; sarcophagus; scribe; tempera; vanishing point	compare and contrast two artistic periods
	N/A		word origins	data; emporium; factor; impressive; influence; inspire; perplexed; progress; tactic	word choice; writing a journal
	N/A	N/A	emotion words	concerned; condemned; destroy; disappoint; disaster; disgrace; mistake; shocked; squander; stressed	state and defend your position; write a persuasive letter
	retell what was read	use knowledge of word structure to determine word meaning: compound words	N/A	hydroelectric; industry; irrigate; landform; mountain range; permafrost plateau; region; territory	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	emotions words	apathetic; concern; disappointment; disgusted; distressed; disturbed; heartbroken; responsible; sympathize	a strong ending: writing a persuasive letter
	ask questions	N/A	use context clues/identify adjectives	identify words that are pizza ingredients	use command verbs in directions
	ask questions	use synonyms to determine word meaning	N/A	anthem; Congress; continent; democracy; memorial; monument; symbol	write a personal response; write to a text prompt; write to a picture prompt
	determine text importance	context clues to determine word meaning: descriptions	N/A	habitat; hard release; instinctive behavior; learned behavior; mews; predator; raptor; reintroduce; soft release; species; veterinarian	make inferences; providing proof
	N/A	N/A	direct definition	consumed; conversing; enraged; feast; gobbling; gorgeous; hideous; instructed; misfortune; persevered; radiant; request; shrieked; starve; terrified	personification; writing a fairy tale
	N/A	N/A	description	celebrated; cocky; desperate; destruction; determined; devoured; ferocious; imposter; sacrifice	personification; writing a trickster tale
	N/A	N/A	adjectives	colossal; holographic; lunar; microscopic; miniscule; orbital; solar; supersonic; toy-sized; vast	onomatopoeia; write a science fiction story
	N/A	use context clues to determine word meaning	colloquialisms/analyze proper nouns	N/A	prediction paragraph
	N/A	N/A	direct definition	consumed; conversing; enraged; feast; gobbling; gorgeous; hideous; instructed; misfortune; persevered; radiant; request; shrieked; starve; terrified	personification; writing a fairy tale
	ask questions	N/A	use adjectives	Antarctica, blubber, burrow, coast, float, fur, habitat, krill, nature, North Pole, regions, rocks, soil, South Pole, sunlight, the Arctic, water, weather	write to a picture prompt write to a text prompt

Small-Group Leveled Text Strategies and Skills—Grade 3

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Habitats of South America	8	O	34	Science	Informational Nonfiction	compare and contrast	N/A	
Johnny Appleseed Gets His Name, Glooscap Makes the Seasons	8	O	34	Fiction	Tall Tales	analyze character evaluate author's purpose	Inflection/ Intonation: Volume	
Bridges: Body Systems: Human Cells	8	P	38	Science	Informational Nonfiction	compare and contrast	read dashes	
Why Polar Bears Like Snow . . . and Flamingos Don't	8	N	30	Science	Informational Nonfiction	compare and contrast	N/A	
Our Solar System	8	Q	40	Science	Informational Nonfiction	compare and contrast	N/A	
Pocahontas, Squanto	8	R	40	Biography	Biography	compare and contrast	read with anticipation and mood	
Bridges: Johnny Appleseed Gets His Name, Glooscap Makes the Seasons*	8	K	20	N/A	Tall Tales	analyze character evaluate author's purpose	Inflection/ Intonation: Volume	
Move It!	9	M	28	Science	Informational Nonfiction	identify cause and effect	read with appropriate pitch	
Deadwood, South Dakota: A Frontier Community	9	N	30	Social Studies	Informational Nonfiction	identify cause and effect	N/A	
How Rabbit Lost His Tail, How Chipmunk Got Its Stripes, Why Hummingbirds Drink Nectar	9	N	30	Fiction	Folktales (cross-cultural)	analyze character identify cause and effect	Expression: Anticipation and Mood	
Habitat Rescue	9	O	34	Social Studies	Informational Nonfiction	identify cause and effect	N/A	
Human Body Math	9	P	38	Math Science	Informational Nonfiction	identify cause and effect	N/A	
Earth: Fast Changes	9	Q	40	Science	Informational Nonfiction	identify cause and effect	N/A	
Light and Sound Technology	9	R	40	Math Science	Informational Nonfiction	identify cause and effect	N/A	

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be part of the leveled text collection you are using.

	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	visualize	identify homonyms	N/A	adapt; endangered; guanaco; habitat; predator; prey; region; rodent; species	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	direct definition	banish; despised; encouraged; famine; lamented; perish; pledged; snickered; sow; steadfast; tend; zesty	metaphor; writing a tall tale
	visualize	word map; pedestal word chart; word bench; multiple-meaning word	N/A	cell; chromosome; cytoplasm; enzyme; gene; glucose; lysosomes; metabolism; mitosis; nucleus; organelles; oxygen; plasma	summarize
	N/A	knowledge of word structures/context clues to determine word meaning	analyze compound words	adapted; algae; Arctic; blubber; camouflage; canopy; equator; forest floor; habitat; savannas; tropical rain forest; understory; wetlands	comparison paragraph
	N/A	knowledge of word structure to determine word meaning	root words and suffixes	asteroid; comet; diameter; gravity; helium; hydrogen; methane; meteor; meteorite; meteoroid; moons; orbit; planets; rotation; solar system; star; sun	comparison paragraph
	N/A	N/A	multiple meanings	board; coast; harvest; meal; ransom; reckoned; sound; spread; trip	direct quotes; write a biography
	N/A	N/A	direct definition	banish; despised; encouraged; famine; lamented; perish; pledged; snickered; sow; steadfast; tend; zesty	metaphor; writing a tall tale
	visualize	N/A	antonyms	force; motion; pull; push; friction; gravity; rotates; axis	write to a picture prompt; write to a text prompt
	visualize	use context clues to determine word meaning: descriptions	N/A	depression; frontier; gold rush; gulch; homestead; population; preservation; prospector; supplies; territory; tourist	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	antonyms	chuckle; entitled; exhausted; flabbergasted; furious; generous; humble; puny; soared; unreasonable; wager; weary	metaphor; writing a pourquoi tale
	ask questions	context clues to determine word meaning: definitions	N/A	canal; conservation; endangered; habitat; paradise; pollution; shelter; wetland; wildlife	write a cause/effect paragraph
	determine text importance	context clues to determine word meaning: definitions	N/A	cell; cerebellum; cerebrum; circulatory system; diaphragm; digestive system; joint; ligament; nerve cell; nutrient; organ; plasma; respiratory system; sac; skeleton; tissue	write an inference paragraph
	ask questions	use synonyms to determine word meaning	N/A	earthquake; erupt; fault; force; hurricane; lava; magma; magnitude; monsoon; plate; scale; storm surge; tsunami; volcano	write a personal response; write to a text prompt; write to a picture prompt
	stop, think, and write	use knowledge of word structures to determine word meaning: base words and suffixes	N/A	cassette; cathode ray tube; cylinder; data; halogen; laser; phonograph; pixel; plasma; telegraph; transmitter	write a personal response; write to a text prompt; write to a picture prompt

Small-Group Leveled Text Strategies and Skills—Grade 3

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Bridges: How Rabbit Lost His Tail; How Chipmunk Got Its Stripes; Why Hummingbirds Drink Nectar*	9	K	20	N/A	Pourquoi Tales	analyze character identify cause and effect	Expression: Anticipation and Mood	
The Cost of Dinner	10	M	28	Social Studies	Informational Nonfiction	draw conclusions	read with appropriate pacing	
The Seven Natural Wonders	10	N	30	Social Studies	Informational Nonfiction	draw conclusions	N/A	
A Whaling Community: New Bedford, Massachusetts	10	O	34	Social Studies	Informational Nonfiction	draw conclusions	N/A	
Three Immigrant Communities: New York City in 1900	10	P	38	Math Social Studies	Informational Nonfiction	draw conclusions	N/A	
Town Mouse and Country Mouse, Belling the Cat, The Dog and The Wolf	10	P	38	Fiction	Fables	analyze story elements make judgments	Expression: Dramatic Expression	
What Makes a Plant a Plant?	10	Q	40	Science	Informational Nonfiction	draw conclusions	N/A	
Ponce de Leon and the True Fountain of Youth; Sail On, Columbus!	10	R	40	Fiction Social Studies	historical fiction	draw conclusions	read with dramatic expression	
Bridges: Town Mouse and Country Mouse; Belling the Cat; The Dog and The Wolf*	10	K	20	N/A	Fables	analyze story elements make judgments	Expression: Dramatic Expression	

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be part of the leveled text collection you are using.

	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	N/A	N/A	antonyms	chuckle; entitled; exhausted; flabbergasted; furious; generous; humble; puny; soared; unreasonable; wager; weary	metaphor; writing a pourquoi tale
	make connections	N/A	antonyms	amounts; cost; demand; supply	write to a picture prompt; write to a text prompt
	visualize	context clues to determine word meaning: descriptions	N/A	canyon; colony; crust; erode; erupt; harbor; landfill; lava; reef; summit; tectonic plate; volcano; waterfall	write a main idea and supporting details paragraph
	make connections	identify homonyms	N/A	baleen; blubber; cargo; coast; harbor; harpoon; merchant; petroleum; port; product; scrimshaw	write a personal response; write to a text prompt; write to a picture prompt
	retell what was read	use knowledge of word structures to determine word meaning: base words and suffixes	N/A	adapt; boarder; community; discriminate; exclusion; immigrant; laborer; pushcart; stoop; sweatshop; tenement; trade	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	description	accustomed; courageous; darted; delectable; determined; dreadful; foe; game; hibernating; sly; squeamish; superior	idiom; writing a fable
	visualize	identify homonyms	N/A	cell membrane; chlorophyll; classification; organism; photosynthesis; pollination; species; spore; vascular; vegetative reproduction	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	antonyms	agitated; deceptive; despair; elderly; frigid; grave; miserable; overcast; roam; roiling; tranquil	personification; write a historical fiction story
	N/A	N/A	description	accustomed; courageous; darted; delectable; determined; dreadful; foe; game; hibernating; sly; squeamish; superior	idiom; writing a fable

Benchmark Literacy Grade 3

Vocabulary and Spelling Words By Unit and Week

Unit	Week	Tier One Words	Tier Two Words	
1	1	N/A	Word Study Kit 1, Unit 1: sometime, anytime, lighthouse, daylight, touchdown, downtown, baseball, ballpark	
	2	N/A	Word Study Kit 1, Unit 2: stopping, working, standing, dropping, grinning, laughing, swimming, learning	
	3	N/A	Word Study Kit 1, Unit 3: speaking, writing, escaping, dreaming, arriving, joining, reading, smiling	
2	4	N/A	Word Study Kit 1, Unit 4: thanking, groaning, feeling, watching, getting, jogging, using, trading	
	5	N/A	Word Study Kit 1, Unit 5: skipped, hopped, wished, waited, treated, closed, pleased, surprised	
	6	N/A	Word Study Kit 1, Unit 6: throw, threw, know, knew, write, wrote, sleep, slept	
3	7	Comprehension Poster: first, next, then, now, last, soon, finally, after, over time, after some time	Word Study Kit 1, Unit 7: trays, minutes, classes, boxes, lunches, stories, families, pennies	
	8	N/A	Word Study Kit 1, Unit 8: knives, scarves, hooves, women, teeth, geese, salmon, scissors	
	9	N/A	Word Study Kit 1, Unit 9: destroyed, displaying, delays, enjoying, applied, studies, supplying, multiplying	
4	10	N/A	Word Study Kit 1, Unit 10: blizzard, summer, pattern, mammal, paper, moment, basic, program	
	11	N/A	Word Study Kit 1, Unit 11: fever, legal, vacant, driver, insect, problem, chapter, dentist	
	12	N/A	Word Study Kit 1, Unit 12: human, nation, demand, planet, limit, denim, reason, creature	
5	13	N/A	Word Study Kit 1, Unit 13: flashlight, halfway, hundred, subtract, purchase, trial, poem, violin	
	14	N/A	Word Study Kit 1, Unit 14: admitting, occurred, arguing, huddled, followed, appeared, existing, repeated	
	15	N/A	Word Study Kit 1, Unit 15: crayon, display, rainbow, complaint, bracelet, awake, label, potato	
			Kanchil Outsmarts the Crocodile (RT): crafty, hesitation, salaam	

RT (instruction with Reader's Theater Script)
 Word Study (instruction with Word Study Unit)

	Tier Three Words	Spelling Words
	Comprehension Poster: stated main idea, supporting details, ask questions	Word Study Kit 1, Unit 1: sometime, anytime, lighthouse, daylight, touchdown, downtown, baseball, ballpark
	N/A	Word Study Kit 1, Unit 2: stopping, working, standing, dropping, grinning, laughing, swimming, learning
	Harriet Tubman and the Underground Railroad (RT): Civil War, gourd, hauling, slave, switch, Underground Railroad	Word Study Kit 1, Unit 3: speaking, writing, escaping, dreaming, arriving, joining, reading, smiling
	Comprehension Poster: analyze character, visualize, traits, feelings, changes, relationships, clues, motivation	Word Study Kit 1, Unit 4: thanking, groaning, feeling, watching, getting, jogging, using, trading
	N/A	Word Study Kit 1, Unit 5: skipped, hopped, wished, waited, treated, closed, pleased, surprised
	Our New Home (RT): community, diary, opportunity, pier, Poland, professor, subway	Word Study Kit 1, Unit 6: throw, threw, know, knew, write, wrote, sleep, slept
	Comprehension Poster: identify sequence, determine text importance	Word Study Kit 1, Unit 7: trays, minutes, classes, boxes, lunches, stories, families, pennies
	N/A	Word Study Kit 1, Unit 8: knives, scarves, hooves, women, teeth, geese, salmon, scissors
	Cesar Chavez Comes to Visit (RT): education, farmers, migrant, union	Word Study Kit 1, Unit 9: destroyed, displaying, delays, enjoying, applied, studies, supplying, multiplying
	Comprehension Poster: story elements, character(s), setting, problem, solution, summarize, synthesize	Word Study Kit 1, Unit 10: blizzard, summer, pattern, mammal, paper, moment, basic, program
	N/A	Word Study Kit 1, Unit 11: fever, legal, vacant, driver, insect, problem, chapter, dentist
	The Great Lemonade Standoff (RT): business, buying, competing, customers, enterprising, partners	Word Study Kit 1, Unit 12: human, nation, demand, planet, limit, denim, reason, creature
	Comprehension Poster: inferences, connections, clues, evidence	Word Study Kit 1, Unit 13: flashlight, halfway, hundred, subtract, purchase, trial, poem, violin
	N/A	Word Study Kit 1, Unit 14: admitting, occurred, arguing, huddled, followed, appeared, existing, repeated
	N/A	Word Study Kit 1, Unit 15: crayon, display, rainbow, complaint, bracelet, awake, label, potato

Benchmark Literacy Grade 3

Vocabulary and Spelling Words By Unit and Week

Unit	Week	Tier One Words	Tier Two Words	
6	16	Comprehension Poster: think, believe, best, worst	Word Study Kit 1, Unit 16: surprise, polite, minus, rival, silent, supply, dryer, cyclone	
	17	N/A	Word Study Kit 1, Unit 17: explode, suppose, rowboat, snowfall, unknown, stolen, rotate, notice	
	18	N/A	Word Study Kit 1, Unit 18: include, useful, lukewarm, compute, fuel, musical, fluid, humor	
7	19	N/A	Word Study Kit 1, Unit 19: needle, between, feature, increase, extreme, complete, meter, secret	
	20	N/A	Word Study Kit 1, Unit 20: title, table, eagle, apple, puzzle, simple, purple, circle	
	21	N/A	Word Study Kit 1, Unit 21: fossil, pencil, pupil, kennel, cancel, camel, journal, signal	
			Rough-Face Girl (RT): luxurious, regal, sashay	
8	22	Comprehension Poster: alike, also, both, however, same, while, different, like	Word Study Kit 1, Unit 22: calendar, dollar, grammar, harbor, mirror, flavor, weather, proper	
	23	N/A	Word Study Kit 1, Unit 23: instructor, editor, director, speaker, designer, listener, adviser, beggar	
	24	N/A	Word Study Kit 1, Unit 24: money, hockey, goalie, movie, apply, occupy, classify, twenty	
			How Davy Crockett Moved the Sun (RT): britches, legend, varmint	
9	25	Comprehension Poster: because, so, if...then, as a result, caused/causes	Word Study Kit 1, Unit 25: center, advice, sentence, circus, office, decide, recess, cider	
	26	N/A	Word Study Kit 1, Unit 26: gallon, gymnast, arrange, danger, message, guilty, gently, gingerbread	
	27	N/A	Word Study Kit 1, Unit 27: attack, traffic, complex, prefix, ticket, freckle, limerick, electric	
			Why the Sky Is Far Away (RT): cherish, discarding, splendid	
10	28	N/A	Word Study Kit 1, Unit 28: rebuild, rewrite, recharge, reprint, unable, unequal, unclear, unwrap	
	29	N/A	Word Study Kit 1, Unit 29: disagree, dishonest, misspell, misplace, mislead, preteen, pretest, prehistoric	
	30	N/A	Word Study Kit 1, Unit 30: sunny, thirsty, quietly, smoothly, suddenly, happily, easily, noisily	
			The Ant and Grasshopper Show (RT): glorious, luscious, mournful	

	Tier Three Words	Spelling Words
	Comprehension Posters: evaluate fact, evaluate opinion, fix-up	Word Study Kit 1, Unit 16: surprise, polite, minus, rival, silent, supply, dryer, cyclone
	N/A	Word Study Kit 1, Unit 17: explode, suppose, rowboat, snowfall, unknown, stolen, rotate, notice
	The Food Pyramid Disaster (RT): advertised, balance, energy, food pyramid, healthy	Word Study Kit 1, Unit 18: include, useful, lukewarm, compute, fuel, musical, fluid, humor
	Comprehension Poster: predictions, inferences, clues, evidence	Word Study Kit 1, Unit 19: needle, between, feature, increase, extreme, complete, meter, secret
	N/A	Word Study Kit 1, Unit 20: title, table, eagle, apple, puzzle, simple, purple, circle
	N/A	Word Study Kit 1, Unit 21: fossil, pencil, pupil, kennel, cancel, camel, journal, signal
	Comprehension Poster: compare, comparisons, contrast, determine text importance	Word Study Kit 1, Unit 22: calendar, dollar, grammar, harbor, mirror, flavor, weather, proper
	N/A	Word Study Kit 1, Unit 23: instructor, editor, director, speaker, designer, listener, adviser, beggar
	N/A	Word Study Kit 1, Unit 24: money, hockey, goalie, movie, apply, occupy, classify, twenty
	Comprehension Poster, cause, effect, connections	Word Study Kit 1, Unit 25: center, advice, sentence, circus, office, decide, recess, cider
	N/A	Word Study Kit 1, Unit 26: gallon, gymnast, arrange, danger, message, guilty, gently, gingerbread
	N/A	Word Study Kit 1, Unit 27: attack, traffic, complex, prefix, ticket, freckle, limerick, electric
	Comprehension Poster: conclusions, inferences, clues, evidence	Word Study Kit 1, Unit 28: rebuild, rewrite, recharge, reprint, unable, unequal, unclear, unwrap
	N/A	Word Study Kit 1, Unit 29: disagree, dishonest, misspell, misplace, mislead, preteen, pretest, prehistoric
	N/A	Word Study Kit 1, Unit 30: sunny, thirsty, quietly, smoothly, suddenly, happily, easily, noisily

Word Study and Vocabulary–Grade 3

Compound Words	
Unit 1	Compound words
Inflectional Endings	
Unit 2	Adding -ing to words with VC and VCC patterns
Unit 3	Adding -ing to words with VCe and VCC patterns
Unit 4	Review of double, e-drop, and nothing
Unit 5	Adding -ed to words
Unit 6	Unusual past tense words
Unit 7	Plural endings: adding -es, -ies
Unit 8	Irregular plurals
Unit 9	y + inflectional endings
Open and Closed Syllables	
Unit 10	Syllable juncture in VCV and VCCV patterns
Unit 11	More syllable juncture in VCV and VCCV patterns
Unit 12	Syllable juncture in VCV and VVCV patterns
Unit 13	Syllable juncture in VCCCV and VV patterns
Unit 14	Open and closed syllables and inflected endings
Vowel Patterns in Accented/Stressed Syllables	
Unit 15	Long a patterns in accented syllables
Unit 16	Long i patterns in accented syllables
Unit 17	Long o patterns in accented syllables
Unit 18	Long u patterns in accented syllables
Unit 19	Long e patterns in accented syllables
Unaccented Syllables	
Unit 20	Unaccented final syllables (le)
Unit 21	Unaccented final syllables (le, el, il, al)
Unit 22	Unaccented final syllables (er, ar, or)
Unit 23	Agents
Unit 24	Final -y, -ey, and -ie
Consonants	
Unit 25	Hard and soft c
Unit 26	Hard and soft g
Unit 27	The sound of k spelled ck, ic, and x
Affixes	
Unit 28	Prefixes (re-, un-)
Unit 29	Prefixes (dis-, mis-, pre-)
Unit 30	Suffixes (-y, -ly, ily)
Unit 31	Comparatives (-er, -est)
Word Study Investigations	
Unit 32	Anagrams

Grade 3 Recommended Trade Book Read-Aloud Titles*

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
1	Ask questions	The Wreck of the <i>Zephyr</i>	Chris Van Allsburg	Fantasy
1	Ask questions	Cactus Hotel	Brenda Guiberson	Informational Nonfiction
1	Ask questions	Knots on a Counting Rope	John Archambault	Realistic Fiction
1	Ask questions	Insectlopedia	Douglas Florian	Informational Nonfiction
1	Ask questions	Casey Over There	Straton Rabin	Historical Fiction
1	Ask questions	Vision of Beauty: The Story of Sarah Breedlove Walker	Kathryn Lasky	Biography
2	Visualize	Something Permanent	Cynthia Rylant	Historical Fiction
2	Visualize	Mr. Williams	Karen Barbour	Historical Fiction
2	Visualize	Charlotte's Web	E. B. White	Realistic Fiction/Animal Fantasy
2	Visualize	Gone Again Ptarmigan	Jonathan London	Informational Nonfiction
2	Visualize	Mufaro's Beautiful Daughters	John Steptoe	Fantasy/Fables
2	Visualize	Charlotte	Janet Lunn	Historical Fiction
3	Determine text importance	Nothing Here But Trees	Jean Van Leeuwen	Historical Fiction
3	Determine text importance	Elisabeth	Claire Nivola	Historical Fiction
3	Determine text importance	Going West	Jean Van Leeuwen	Historical Fiction
3	Determine text importance	Richard Wright and the Library Card	William Miller	Historical Fiction/Biography
3	Determine text importance	Seven Blind Mice	Ed Young	Animal Fantasy
3	Determine text importance	Lou Gehrig: The Luckiest Man	David A. Adler	Biography
4	Summarize & synthesize	The Blizzard	Betty Ren Wright	Realistic Fiction
4	Summarize & synthesize	Great Black Heroes: Five Notable Inventors	Wade Hudson	Informational Nonfiction/Biography
4	Summarize & synthesize	The Wagon	Tony Johnston	Historical Fiction
4	Summarize & synthesize	Dinomummy: The Life, Death, and Discovery of Dakota, a Dinosaur From Hell Creek	Phillip Manning	Informational Nonfiction
4	Summarize & synthesize	Cassie's Journey: Going West in the 1860s	Brett Harvey	Historical Fiction
4	Summarize & synthesize	Animals Nobody Loves	Seymour Simon	Informational Nonfiction
5	Make connections	Lon Po Po	Ed Young	Fairy Tales
5	Make connections	Thinking About Ants	Barbara Brenner	Informational Nonfiction
5	Make connections	Boundless Grace	Mary Ann Hoffman	Realistic Fiction
5	Make connections	Salt in His Shoes: Michael Jordan In Pursuit of a Dream	Deloris and Roslyn Jordan	Biography
5	Make connections	Freedom Summer	Deborah Wiles	Historical Fiction
5	Make connections	Sharks	Seymour Simon	Informational Nonfiction

*All titles are based on the recommended read-aloud lists of Linda Hoyt, Fountas & Pinnell, Stephanie Harvey, Making Meaning, and Booksource.

Grade 3 Recommended Trade Book Read-Aloud Titles*

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
6	Fix-up monitoring	My Rows and Piles of Coins	Tololwa M. Mollel	Historical Fiction/Realistic Fiction
6	Fix-up monitoring	Milton Hershey: Chocolate King, Town Builder	Charnan Simon	Biography
6	Fix-up monitoring	Follow the Drinking Gourd	Jeanette Winters	Historical Fiction
6	Fix-up monitoring	What Is the Animal Kingdom?	Bobbie Kalman	Informational Nonfiction
6	Fix-up monitoring	Plantzilla	Jerden Nolen	Fantasy
6	Fix-up monitoring	The Life Cycle of a Tree	Bobbie Kalman	Informational Nonfiction
7	Make inferences	Tight Times	Barbara Shook Hazen	Realistic Fiction
7	Make inferences	Welcome to the Green House	Jane Yolen	Informational Nonfiction
7	Make inferences	Katie's Trunk	Ann Turner	Historical Fiction
7	Make inferences	Levers	David Glover	Informational Nonfiction
7	Make inferences	Sweet Clara and the Freedom Quilt	Deborah Hopkinson	Historical Fiction
7	Make inferences	Mr. Lincoln's Whiskers	Karen Winnick	Informational Nonfiction
8	Determine text importance	Galimoto	Karen Lynn Williams	Realistic Fiction
8	Determine text importance	Teammates	Peter Golenbock	Informational Nonfiction/Biography
8	Determine text importance	Now Let Me Fly	Dolores Johnson	Historical Fiction
8	Determine text importance	The Buried City of Pompeii	Shelley Tanaka	Informational Nonfiction
8	Determine text importance	Postcards From Pluto	Loreen Leedy	Science Fiction
8	Determine text importance	Tornado: Nature in Action	Stephen Kramer	Informational Nonfiction
9	Make connections	A. Lincoln and Me	Louise Borden	Realistic Fiction
9	Make connections	Baseball's Best: Five True Stories	Andre Gutelle	Informational Nonfiction
9	Make connections	Ira Sleeps Over	Bernard Waber	Realistic Fiction
9	Make connections	If I Only Had a Horn: Young Louis Armstrong	Roxanne Orgill	Historical Fiction
9	Make connections	I Hate English	Ellen Levine	Realistic Fiction
9	Make connections	Tomas and the Library Lady	Pat Mora	Historical Fiction/Biography
10	Make inferences	Star of Fear, Star of Hope	Jo Hoestlandt	Historical Fiction
10	Make inferences	Animals Eat the Weirdest Things	Diane Swanson	Informational Nonfiction
10	Make inferences	A Picnic in October	Eve Bunting	Realistic Fiction
10	Make inferences	Tea with Milk	Allen Say	Informational Nonfiction/Biography
10	Make inferences	The Whispering Cloth	Pegi Dietz Shea	Realistic Fiction
10	Make inferences	Children of the Gold Rush	Claire Murphy	Nonfiction

*All titles are based on the recommended read-aloud lists of Linda Hoyt, Fountas & Pinnell, Stephanie Harvey, Making Meaning, and Booksource.

Overview

Grade 4

Skills & Strategies

Whole-Group Mini-Lesson Strategies and Skills—Grade 4

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
<ul style="list-style-type: none"> • Ask Questions • Identify Stated & Unstated Main Idea & Supporting Details 	1.1	1	Ask questions	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Ask Questions/Identify stated and unstated main idea & supporting details 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> • Hyphenated compounds
	1.2	2	Ask questions	<ul style="list-style-type: none"> • Genre Anchor Posters: Biography 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Hyphenated compounds • -er and -est: no change, e-drop, and double
	1.3	3	Ask questions	<ul style="list-style-type: none"> • Reader's Theater: <i>Eleanor Roosevelt and Marian Anderson</i> • Fluency Poster: Speed/Pacing—Varied 	<ul style="list-style-type: none"> • Reader's Theater Scripts 	<ul style="list-style-type: none"> • -er and -est: no change, e-drop, and double • Challenging plurals
<ul style="list-style-type: none"> • Determine Text Importance • Identify Sequence of Events 	2.1	4	Determine text importance	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Determine text importance /Identify sequence of events 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> • Challenging plurals • Long and short a patterns in accented syllables
	2.2	5	Determine text importance	<ul style="list-style-type: none"> • Genre Anchor Posters: Personal Narratives 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Long and short a patterns in accented syllables • Long and short e patterns in accented syllables
	2.3	6	Determine text importance/Ask questions	<ul style="list-style-type: none"> • Reader's Theater: <i>Across a Stream</i> • Fluency Poster: Pausing—Short Pause 	<ul style="list-style-type: none"> • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Long and short e patterns in accented syllables • Long and short i patterns in accented syllables
<ul style="list-style-type: none"> • Visualize • Make Inferences 	3.1	7	Visualize	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Visualize/Make inferences 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> • Long and short i patterns in accented syllables • Long and short o patterns in accented syllables
	3.2	8	Visualize	<ul style="list-style-type: none"> • Genre Anchor Posters: Historical Fiction 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Long and short o patterns in accented syllables • Long and short u patterns in accented syllables
	3.3	9	Visualize/Determine text importance	<ul style="list-style-type: none"> • Reader's Theater: <i>The Corps of Discovery</i> • Fluency Poster: Pausing—Full Stop 	<ul style="list-style-type: none"> • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Long and short u patterns in accented syllables • Ambiguous vowels in accented syllables (oy/oi and ou/ow)
<ul style="list-style-type: none"> • Fix-Up Monitoring • Summarize Information 	4.1	10	Fix-up monitoring	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Fix-up monitoring/Summarize information 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> • Ambiguous vowels in accented syllables (oy/oi and ou/ow) • More ambiguous vowels in accented syllables (au, aw, al)
	4.2	11	Fix-up monitoring	<ul style="list-style-type: none"> • Genre Anchor Posters: Realistic Fiction 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • More ambiguous vowels in accented syllables (au, aw, al) • r-influenced a in accented syllables
	4.3	12	Fix-up monitoring/Visualize	<ul style="list-style-type: none"> • Reader's Theater: <i>Mushing in Alaska</i> • Fluency Poster: Inflection/Intonation—Pitch 	<ul style="list-style-type: none"> • Reader's Theater Scripts 	<ul style="list-style-type: none"> • r-influenced a in accented syllables • r-influenced o in accented syllables
<ul style="list-style-type: none"> • Determine Text Importance • Compare & Contrast 	5.1	13	Determine text importance	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Determine text importance/Compare & contrast 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> • r-influenced o in accented syllables • Words with w or /w/ sound before the vowel
	5.2	14	Determine text importance	<ul style="list-style-type: none"> • Genre Anchor Posters: Trickster Tales 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Words with w or /w/ sound before the vowel • Schwa + r spelled er, ir, and ur in first syllables
	5.3	15	Determine text importance/Fix-up monitoring	<ul style="list-style-type: none"> • Reader's Theater: <i>Leaf Monster</i> • Fluency Poster: Inflection/Intonation—Volume 	<ul style="list-style-type: none"> • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Schwa + r spelled er, ir, and ur in first syllables • Schwa + r and r-influenced e in accented syllables (er, ear, ere)

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
<ul style="list-style-type: none"> • Make Connections • Identify Cause & Effect 	6.1	16	Make connections	• Comprehension Anchor Posters: Make connections/Identify cause & effect	• Leveled Texts for Comprehension Instruction	<ul style="list-style-type: none"> • Schwa + r and r-influenced e in accented syllables (er, ear, ere) • Unaccented final syllables (/chur/shur/yr/)
	6.2	17	Make connections	• Genre Anchor Posters: Pourquoi Tales	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Unaccented final syllables (/chur/shur/yr/) • Unaccented final syllables (en, on, ain, in)
	6.3	18	Make connections/ Determine text importance	<ul style="list-style-type: none"> • Reader's Theater: <i>Why Coyote Stopped Imitating His Friends</i> • Fluency Poster: Inflection/Intonation—Stress 	• Reader's Theater Scripts	<ul style="list-style-type: none"> • Unaccented final syllables (en, on, ain, in) • Unaccented final syllables (et, it, ate)
<ul style="list-style-type: none"> • Make Inferences • Draw Conclusions 	7.1	19	Make inferences	• Comprehension Anchor Posters: Make inferences/Draw conclusions	• Leveled Texts for Comprehension Instruction	<ul style="list-style-type: none"> • Unaccented final syllables (et, it, ate) • y + inflected endings
	7.2	20	Make inferences	• Genre Anchor Posters: Fairy Tales	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • y + inflected endings • Unaccented initial syllables (a-, de-, be-)
	7.3	21	Make inferences/ Make connections	<ul style="list-style-type: none"> • Reader's Theater: <i>The Gingerbread Boy Uptown</i> • Fluency Poster: Phrasing—High-Frequency Word Phrases 	• Reader's Theater Scripts	<ul style="list-style-type: none"> • Unaccented initial syllables (a-, de-, be-) • Spellings with qu
<ul style="list-style-type: none"> • Summarize & Synthesize • Evaluate Author's Purpose 	8.1	22	Summarize & synthesize	• Comprehension Anchor Posters: Summarize & synthesize/Evaluate author's purpose	• Leveled Texts for Comprehension Instruction	<ul style="list-style-type: none"> • Spellings with qu • Words with silent consonants: t, g, w, k, h, gh
	8.2	23	Summarize & synthesize	• Genre Anchor Posters: Tall Tales	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Words with silent consonants: t, g, w, k, h, gh • ch, gh, and ph
	8.3	24	Summarize & synthesize/ Make inferences	<ul style="list-style-type: none"> • Reader's Theater: <i>Pecos Bill and Bluefoot Sue</i> • Fluency Poster: Expression—Anticipation and Mood 	• Reader's Theater Scripts	<ul style="list-style-type: none"> • ch, gh, and ph • Consonants with vowel i (ci, si, ti)
<ul style="list-style-type: none"> • Make Connections • Distinguish & Evaluate Fact & Opinion 	9.1	25	Make connections	• Comprehension Anchor Posters: Make connections/Distinguish & evaluate fact & opinion	• Leveled Texts for Comprehension Instruction	<ul style="list-style-type: none"> • Consonants with vowel i (ci, si, ti) • Prefixes (ex-, non-, in-)
	9.2	26	Make connections	• Genre Anchor Posters: Persuasive Letters	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Prefixes (ex-, non-, in-) • Prefixes (uni-, bi-, tri-)
	9.3	27	Make connections/ Summarize & synthesize	<ul style="list-style-type: none"> • Reader's Theater: <i>Battle for the Ballot</i> • Fluency Poster: Expression—Characterization and Feelings 	• Reader's Theater Scripts	<ul style="list-style-type: none"> • Prefixes (uni-, bi-, tri-) • Prefixes (pre-, fore-)
<ul style="list-style-type: none"> • Ask Questions • Make Judgments 	10.1	28	Ask questions	• Comprehension Anchor Posters: Ask questions/Make judgments	• Leveled Texts for Comprehension Instruction	<ul style="list-style-type: none"> • Prefixes (pre-, fore-) • Suffixes (-ful, -less, -ly, and -ness)
	10.2	29	Ask questions	• Genre Anchor Posters: Fables	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Suffixes (-ful, -less, -ly, and -ness) • Suffix y (no change, e-drop, and double)
	10.3	30	Ask questions/ Make connections	<ul style="list-style-type: none"> • Reader's Theater: <i>A Sheep in Wolf's Clothing</i> • Fluency Poster: Expression—Dramatic Expression 	• Reader's Theater Scripts	<ul style="list-style-type: none"> • Suffix y (no change, e-drop, and double) • Homographs

Small-Group Leveled Text Strategies and Skills—Grade 4

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Music Counts	1	O	34	Math Social Studies	Informational nonfiction	identify main idea and supporting details	N/A	
Our Government	1	P	38	Social Studies	Informational nonfiction	identify main idea and supporting details	N/A	
Colonial Times	1	Q	40	Social Studies	Informational nonfiction	identify main idea and supporting details	N/A	
Marian Anderson, Frida Kahlo	1	R	40	Biography	Biography	identify cause and effect	read with inflection/ tone: pitch	
Pioneers in Medicine	1	R	40	Biography Social Studies	Biography	identify main idea and supporting details	N/A	
Plants We Use	1	S	44	Science	Informational nonfiction	identify main idea and supporting details	N/A	
Bridges: Michelle Obama, Barack Obama*	1	K	20	Social Studies	Biography	identify sequence of events analyze character	Speed/Pacing: Varied	
Michelle Obama, Barack Obama	2	O	34	Biography	Biography	identify sequence of events	Speed/Pacing: Varied	
Bridges: Battles of the American Revolution: Saratoga	2	P	38	Social Studies	Informational nonfiction	identify sequence of events	read with phrases	
A Joyful Moment	2	Q	40	How To	Personal Narratives	analyze character	read with dramatic expression	
Making Great Greeting Cards and Gifts	2	Q	40	How To Social Studies	Procedural Nonfiction	identify sequence of events	N/A	
My Trip to the Galápagos Islands	2	R	40	How To	Journals	identify sequence of events	read with inflection/ tone: pitch	
Shaping the Constitution	2	S	44	Social Studies	Informational nonfiction	identify sequence of events	N/A	
Bridges: My Best Moment*	2	J	18	N/A	Personal Narratives	evaluate fact and opinion analyze character	Expression: Characterization and Feelings	

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be a part of the leveled text collection you are using.

	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	ask questions	context clues to determine word meaning: multiple-meaning words	N/A	amplifier; baton; clef; conductor; horn; melody; mix; mouthpiece; orchestra; percussion instrument; phonograph; pitch; range; rhythm; staff; string instrument; wind instrument	write a main idea and supporting details paragraph
	visualize	use context clues to determine word meaning: descriptions	N/A	Cabinet; citizen; Congress; council; county; democracy; elect; executive branch; government; governor; judicial branch; justice; legislative branch; mayor	write a personal response; write to a text prompt; write to a picture prompt
	N/A	use context clues to determine word meaning	use context clues	apprentice; cider; cobbler; colony; common school; cooper; craftspeople; dame school; hornbook; journeyman; keeping room; masterpiece; Pilgrims; snickerdoodles; Quakers; sap; wheelwright	use a main idea and supporting details
	N/A	N/A	word origins	audience; confined; declared; fractured; introspective; magnificent; mural; rebellious; segregation; sensation; vivid	a strong lead; write a biography
	determine text importance	context clues to determine word meaning: descriptions	N/A	antibiotic; antiseptic; bacteria; bacteriologist; blood bank; blood transfusion; field hospital; inoculation; lysozyme; penicillin; plasma; segregated; spore; vaccine	main idea and supporting details paragraph
	make connections	knowledge of word structures to determine word meaning: inflectional endings	N/A	genetic engineering; photosynthesis; refined; remedy; staple food; vitamin	purpose & point of view paragraph
	N/A	N/A	adverbs	hard; later; nearby; outside; softly; unfairly; very	a strong lead; writing a biography
	N/A	N/A	adverbs	hard; later; nearby; outside; softly; unfairly; very	a strong lead; writing a biography
	ask questions	word map; pedestal word chart; word bench; multiple-meaning word	N/A	artillery; Brunswicker; campaign; grenadier; Loyalist; militia; plateau; provisions; propaganda; siege; strategist; terrain	summarize
	N/A	N/A	multiple meanings	base; cross; hard; hollow; left; play; record; rush; shape; slide; urge	hyperbole; write a personal narrative
	N/A	knowledge of word structures to determine word meaning/ use context clues to determine word meaning	root words and suffixes	acrylic paints; creativity; details; recycled	sequential paragraph
	N/A	N/A	adjectives describing places, people, events	appreciative; ecstatic; elegant; forlorn; indigenous; marvelous; peculiar; splendid; turbulent; winding	word choice; write a journal
	ask questions	understand denotation and connotation	N/A	amendment; compromise; delegate; executive branch; federal; judicial branch; legislative branch; petition; ratify; republic; territory; union	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	superlatives	bluest; fiercest; floppiest; gentlest; greatest; hairiest; most anxious; most phenomenal; most precious; most special; tiniest; toughest	a strong lead; writing a personal narrative

Small-Group Leveled Text Strategies and Skills—Grade 4

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Bridges: Native Americans at the Time of the Explorers	3	O	34	Social Studies	Informational nonfiction	make inferences	read commas	
Survival at Plymouth, A Helping Hand in New Amsterdam	3	P	38	Fiction	Historical Fiction	make inferences analyze story elements	Expression: Dramatic Expression	
Bridges: Geography of Mexico	3	Q	40	Social Studies	Informational nonfiction	make inferences	read with prosody	
American Beginnings: You're Right There!	3	R	40	Drama Social Studies	Drama	make inferences	N/A	
Ben Franklin, Apprentice Printer; The Education of Abigail Adams	3	R	40	Fiction Social Studies	Historical Fiction	make inferences	read with inflection/ tone: volume	
The Transcontinental Railroad	3	S	44	Social Studies	Informational nonfiction	make inferences	N/A	
Bridges: Survival at Plymouth; A Helping Hand in New Amsterdam*	3	K	20	Social Studies	Historical Fiction	make inferences analyze story elements	Expression: Dramatic Expression	
Our Solar System: The Moon	4	O	34	Science	Informational nonfiction	summarize information	N/A	
Math to Munch On	4	P	38	Math Science	Informational nonfiction	summarize information	N/A	
Animals of Asia	4	Q	40	Science	Informational nonfiction	summarize information	N/A	
Slow and Steady Wins the Race, Luke and the Books	4	Q	40	Fiction	realistic fiction	analyze story elements	read with anticipation and mood	
The Southwest	4	R	40	Math Social Studies	Informational nonfiction	summarize information	N/A	
Animal Adventures	4	S	44	Fiction Science	Fantasy	summarize information	N/A	
Bridges: The Thing in the Cave; Jamal's Secret*	4	J	18	N/A	Realistic Fiction	analyze story elements draw conclusions	Inflection/Intonation: Pitch	

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be a part of the leveled text collection you are using.

	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	stop, think, and write	word map; pedestal word chart; word bench; multiple-meaning word	N/A	bark; canoe; explorer; kachina; longhouse; nation; potlatch; pueblo; sign; language; tepee; tradition; tribe	summarize
	N/A	N/A	multiple-meaning words	bound; called; dashing; hand; spring; turned	metaphor; writing a historical fiction story
	reread	word map; pedestal word chart; word bench; multiple-meaning word	N/A	arable; basin; economy; geography; highlands; irrigation; isthmus; lowlands; lagoon; plateau; peninsula	summarize
	N/A	knowledge of word structures to determine word meaning/ use context clues to determine word meaning	prefixes and root words	N/A	express information in a different genre
	N/A	N/A	synonyms	assortment; avid; baffled; bookish; concentrate; expensive; fascinating; frank; glorious; hilarious; represent	simile; write a historical fiction story
	think about it	context clues to determine word meaning: descriptions	N/A	avalanche; compromise; detour; discriminate; grade; immigrant; locomotive; secede; surveyor; tie; transcontinental	write a clues and evidence paragraph
	N/A	N/A	multiple meaning words	bound; bounded; called; called; dashing; dashing; hand; hand; spring; spring; turned; turned	metaphor; writing a historical fiction story
	reread	use knowledge of word structures to determine word meaning: compound words	N/A	atmosphere; axis; crater; gravity; lunar eclipse; lunar module; meteorite; orbit; phase; satellite	write a personal response; write to a text prompt; write to a picture prompt
	N/A	knowledge of word structures to determine word meaning/ use context clues to determine word meaning	analyze compound words	calorie; carbohydrates; diet; fats; gram; nutrition; ounce; protein; recipe	describe steps in a process
	make connections	use synonyms to determine word meaning	N/A	adapt; adaptation; camouflage; continent; corridor; endangered; environment; extinct; fossil; habitat; predator; preservation; preserve; poacher; reproduce; species	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	direct definitions	antsy; blurted; burrowed; curious; declare; decent; dismay; encyclopedia; scurried; tablet; trooped	metaphor; write realistic fiction
	retell what was read	use knowledge of word structures to determine word meaning: base words and suffixes	N/A	adobe; elevation; export; festival; gulf; landform; monsoon; mountain; peak; plain; precipitation; range; region; Southwest	write a personal response; write to a text prompt; write to a picture prompt
	N/A	knowledge of word structures to determine word meaning/identify synonyms antonyms homonyms	synonyms/ action verbs	N/A	compare and contrast characters
	N/A	N/A	synonyms	collapsed; concerned; crabby; drooping; filth; gigantic; hollering; murmuring; panting; skidding	simile; writing realistic fiction

Small-Group Leveled Text Strategies and Skills—Grade 4

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Medical Pioneers	5	O	34	Biography Science	Biography	compare and contrast	N/A	
Liquids and Gases	5	P	38	Math Science	Informational nonfiction	compare and contrast	N/A	
Animals at the Extremes	5	Q	40	Math Science	Informational nonfiction	compare and contrast	N/A	
Brer Rabbit and Sis Cow, Terrapin Races Rabbit	5	R	40	Fiction	Folktales (African-American)	analyze story elements	read with inflection/ tone: stress	
Bridges: Egypt, Nubia, and Kush	5	R	40	Social Studies	Informational nonfiction	compare and contrast	read with appropriate pacing	
A Game Is a Game—Or Is It?; Buff Goes Wild!	5	S	44	Fiction	Realistic fiction	compare and contrast	read with dramatic expression	
Bridges: Anansi and Sky King; Hare and Lion*	5	K	20	N/A	Trickster Tales	make predictions analyze story elements	Inflection/Intonation: Stress	
The Life Cycle of Plants	6	O	34	Science	Informational nonfiction	identify cause and effect	N/A	
Global Alert	6	P	38	Science	Informational nonfiction	identify cause and effect	N/A	
Bridges: Protecting Our Oceans	6	Q	40	Science	Informational nonfiction	identify cause and effect	read exclamation points	
Why Mole Lives Underground, The Story of Lightning and Thunder, Why Opossum's Tail Is Gray	6	Q	40	Fiction	Pourquoi Tales	identify cause and effect	read with dramatic expression	
Earth: Measuring Its Changes	6	R	40	Math Science	Informational nonfiction	identify cause and effect	N/A	
Weatherworks	6	S	44	How To Science	Procedural Nonfiction	identify cause and effect	N/A	
Bridges: Why the Sky Is Far Away; Why Thunder Chases Lightning; Why Sun and Moon Live in the Sky*	6	J	18	N/A	Pourquoi Tales	analyze story elements identify cause and effect	Expression: Anticipation and Mood	

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	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	N/A	use context clues to determine word meaning/identify synonyms antonyms and homonyms	identify homonyms	artificial; branch; epidemics; immune; implanted; iron lung; medical profession; organ; polio; surgeon; surgery; vaccine; virus	use time order text structure
	reread	use antonyms to determine word meaning	N/A	compress; erupt; expand; gas; lava; liquid; matter; melting point; molecule; property; solid; surface tension; temperature; volcanologist	write a personal response; write to a text prompt; write to a picture prompt
	determine text importance	knowledge of word structures to determine word meaning: base words/suffixes	N/A	carnivore; constrictor; estuarine; gestation period; invertebrate; krill; larva; migration; prey; species; vertebrate	write a compare and contrast paper
	N/A	N/A	multiple meanings	beat; crest; face; flag; grazed; milk; top	idiom; write a trickster tale
	stop, think, and write	word map; pedestal word chart; word bench; multiple-meaning word	N/A	advanced; ancient; archaeologist; artifact; cataract; civilization; culture; empire; hieroglyphics; pharaoh; pyramid; scribe; tomb	summarize
	N/A	N/A	descriptive language: adjectives	acid; belated; hasty; nearby; noxious; personally; putrid; reeking; reluctantly; sometimes; whirlwind; yesterday	verbal irony; write realistic fiction
	N/A	N/A	description	celebrated; cocky; desperate; destruction; determined; devoured; ferocious; imposter; sacrifice	personification; writing a trickster tale
	make connections	identify homonyms	N/A	carbon dioxide; cotyledon; embryo; fertilize; germinate; nectar; photosynthesis; pistil; pollen; pollination; reproduce; sprout; stamen; stem	write a personal response; write to a text prompt; write to a picture prompt
	N/A	use context clues to determine word meaning	use context clues	acid rain; acids; air pollution; carbon dioxide; chlorine; chlorofluorocarbons; gases; global warming; greenhouse effect; hydrofluorocarbons; ozone; radiated; ultraviolet rays	use cause and effect text structure
	make connections	word map; pedestal word chart; word bench; multiple-meaning word	N/A	acid rain; bacteria; chemical; current; debris; ecosystem; fertilizer; food chain; plankton; pollute; sewage; species; toxic	summarize
	N/A	N/A	direct definitions	compassionate; desert; devoured; dreary; ecstatic; elated; envied; eternity; ignite; learned; magnificent; romp; stormed off	idiom; write a pourquoi tale
	visualize	use knowledge of word structure to determine word meaning: etymologies	N/A	debris; earthquake; epicenter; erosion; fault; force; glacier; magnitude; plates; seismograph; seismologist; tsunami	write a personal response; write to a text prompt; write to a picture prompt
	N/A	knowledge of word structures to determine word meaning/context clues to determine word meaning	root words	air; air pressure; atmosphere; cloud; condensation; evaporates; humidity; lightning; spectrum; temperature; vortex; water vapor; weather; wind	sequential paragraph
	N/A	N/A	multiple-meaning words	address; content; grave; matter; minute; present; racket; rose; stand	simile; writing a pourquoi tale

Small-Group Leveled Text Strategies and Skills—Grade 4

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Bridges: Body Systems: The Respiratory and Circulatory Systems	7	O	34	Science	Informational nonfiction	draw conclusions	read question marks	
Our “Current” World	7	P	38	Social Studies	Informational nonfiction	draw conclusions	N/A	
Hansel and Gretel, Rumpelstiltskin	7	Q	40	Fiction	Fairy Tales	analyze story elements	read with inflection/ tone: pitch	
The Maya	7	Q	40	Math Social Studies	Informational nonfiction	draw conclusions	N/A	
Doomed to Disappear? Endangered Species	7	R	40	Science	Informational nonfiction	draw conclusions	N/A	
Conquering Mount Everest	7	S	44	Social Studies	Informational nonfiction	draw conclusions	N/A	
Bridges: Sleeping Beauty; Puss in Boots*	7	J	18	N/A	Fairy Tales	analyze story elements draw conclusions	Expression: Characterization and Feelings	
Great Inventions and Where They Came From	8	O	34	Social Studies	Informational nonfiction	evaluate author’s purpose	N/A	
Davy Crockett, John Henry, Keelboat Annie	8	P	38	Fiction	Tall Tales	analyze story elements evaluate author’s purpose	Inflection/Intonation: Volume	
A Trip to Remember	8	Q	40	How To	Personal Narratives	evaluate author’s purpose	read with inflection/tone: volume	
Casey Jones, Pecos Bill and Bluefoot Sue	8	Q	40	Fiction	Tall Tales	analyze character	read with inflection/tone: volume	
A Voice for the Animals	8	R	40	Social Studies	Informational nonfiction	evaluate author’s purpose	N/A	
Having Healthful Habits	8	S	44	How To Science	Informational nonfiction	evaluate author’s purpose	N/A	

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	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	retell what was read	word map; pedestal word chart; word bench; multiple-meaning word	N/A	aerobic; anaerobic; bone marrow; carbon dioxide; circulatory system; gas exchange; oxygen; respiratory system; resting heart rate	summarize
	determine text importance	context clues to determine word meaning: descriptions	N/A	battery; conductor; current electricity; electricity; electron; filament; generator; insulator; nonrenewable resource; pollution; superconductor; turbine	write a paragraph that leads to a conclusion
	N/A	N/A	synonyms	delectable; famished; glistening glittering; palace; proclamation; roused; ruler; terrified; weeping	idiom; write a fairy tale
	think about it write about it	identify antonyms	N/A	archaeologist; civilization; conqueror; glyph; mural; noble; plaza; pyramid; scribe	write a personal response; write to a text prompt; write to a picture prompt
	make inferences	knowledge of word structures to determine word meaning: base words/inflectional endings	N/A	bird of prey; captivity; cultivated; ecosystem; endangered; extinct; habitat; keystone species; preserve; species; threatened	write a paragraph with evidence to support conclusions
	N/A	context clues to determine word meaning/identify synonyms, antonyms, and homonyms	homonyms	altitude; ascent; avalanche; camp; crampon; crevasses; expedition; frostbite; Himalayan mountain range; hypoxia; Sherpas; summit	write a conclusion paragraph with evidence
	N/A	N/A	description	brambles; charmed; clever; gallantly; generous; oblige; quest; rage; slumber; vanished; woe	simile; writing a fairy tale
	N/A	knowledge of word structures to determine word meaning/ use context clues to determine word meaning	analyze compound words	assembly line; communicate; gadget; internal combustion engine; inventor; printing press; quill; radio transmission; solutions; steam locomotive; transportation	write to inform
	N/A	N/A	description	average; commenced; dilemma; frontier; humongous; locomotive; oozed; plantation; steadfast; tolerate; valor	idiom; writing a tall tale
	N/A	N/A	word origins	convertible; elevator; explosives; heritage; hypnotic; mountain; sections; symbol; typical; vacation	writer's voice; write a personal narrative
	N/A	N/A	description	clenched; crisscrossed; disappointment; douse; fumed; glimpsed; observed; ornery; spitfire; terrified; throttle	onomatopoeia; write a tall tale
	N/A	knowledge of word structures to determine word meaning/ use context clues to determine word meaning	root words and acronyms	abandoned; adoption; cattle; domestic animals; founded; humane; neuter; nonprofit; prevention; spay; veterinary services	write a judgment paragraph
	ask questions	context clues to determine word meaning: descriptions	N/A	aerobic; agility; anaerobic; communicable; coordination; food guide pyramid; microscopic; noncommunicable; nutrient; plaque; pulse; vaccine; wellness	sequential paragraph

Small-Group Leveled Text Strategies and Skills—Grade 4

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Bridges: Davy Crockett; John Henry; Keelboat Annie*	8	K	20	N/A	Tall Tales	analyze story elements evaluate author's purpose	Inflection/Intonation: Volume	
My Best Moment	9	O	34	How To	Personal Narratives	evaluate fact and opinion	Expression: Characterization and feeling	
Some Pigs and a Not-So-Big-Bad Wolf; Best Fairy Tale Ever!; Three Cheers for Two Clever Children	9	P	38	How To	Book Reviews	evaluate fact and opinion	Expression: Anticipation and Mood	
The Northeast	9	Q	40	Social Studies	Informational nonfiction	evaluate fact and opinion	N/A	
Organic Farming	9	R	40	How To	Persuasive Letters	evaluate fact and opinion	read with inflection/ tone: stress	
Sports Math	9	R	40	Math Social Studies	Informational nonfiction	evaluate fact and opinion	N/A	
Diamonds	9	S	44	Science	Informational nonfiction	evaluate fact and opinion	N/A	
Bridges: Our School Can Save Trees; Stop Junk Food Ads for Kids; Please Let Me Have a Dog!*	9	K	20	N/A	Persuasive Letters	evaluate fact and opinion evaluate author's purpose	Expression: Dramatic Expression	
Citizens Who Made a Difference	10	O	34	Biography Social Studies	Biography	make judgments	N/A	
Communities Helping Communities	10	P	38	Math Social Studies	Informational nonfiction	make judgments	N/A	
The Milkmaid and Her Pails, Sun and Wind, The Bundle of Sticks	10	Q	40	Fiction	Fables	make judgments	read with inflection/ tone: pitch	
Bridges: India and China	10	R	40	Social Studies	Informational nonfiction	make judgments	read commas	
Father, Son, and Donkey; The Miser and His Gold	10	R	40	Fiction	Fables	analyze story elements	read with characterization and feeling	
The World War II Years	10	S	44	Social Studies	Memoirs	make judgments	read with prosody/ pacing	
Bridges: The Tortoise and the Hare; The Ant and the Grasshopper; The Lion and the Mouse*	10	J	18	N/A	Fables	analyze character make judgments	Expression: Dramatic Expression	

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be a part of the leveled text collection you are using.

	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	N/A	N/A	description	average; commenced; dilemma; frontier; humongous; locomotive; oozed; plantation; steadfast; tolerate; valor	idiom; writing a tall tale
	N/A	N/A	superlatives	bluest; fiercest; floppiest; gentlest; greatest; hairiest; most anxious; most phenomenal; most precious; most special; tiniest; toughest	a strong lead; writing a personal narrative
	N/A	N/A	adjectives that describe character	clever; cruel; dreadful; handsome; ingenious; innocent; intelligent; kindhearted; love-struck; nasty; powerless; silly; sly	writer's voice; writing a book review
	ask questions	use context clues to determine word meaning: descriptions	N/A	barrier island; cape; coastal plain; colonial; conservationist; economy; erode; glacier; hydroelectric; immigrant; landform; lock; longhouse; megalopolis; northeast; region; waterfall	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	superlatives	highest; most exquisite; most inspirational; most ridiculous; stupidest; sweetest; tastiest; unhealthiest; worst	a strong ending; write a persuasive letter
	N/A	knowledge of word structures to determine word meaning/ use context clues to determine word meaning	root words and suffixes	attendance; batting average; degrees; diphtheria; frame; Iditarod; kabaddi; marathon; musher; Olympics; rugby; speed; sumo wrestling	write facts and opinions
	visualize	use context clues to determine word meaning: direct definitions	N/A	atom; carat; crust; element; erode; kimberlite pipe; luster; mantle; mineral; primary deposit; property	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	emotion words	alarmed; concerned; desperate; determined; disappointed; frustrated; grateful; optimistic	state and defend your position; writing a persuasive letter
	retell what was read	use antonyms to determine word meaning	N/A	boycott; character; citizens; food chain; insecticide; pesticide; scholarship;	write a personal response; write to a text prompt; write to a picture prompt
	stop, think, and write	use knowledge of word structures to determine word meaning: base words and suffixes	N/A	child labor; drought; endangered; extinct; habitat; immunization; organization; pollution; refugee; volunteer	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	direct definitions	argue; brim; contentedly; discharged; gripe; hazardous; peered; pondered; profits; scrambled; squabbling; stumble	simile; write a fable
	make connections	word map; pedestal word chart; word bench; multiple-meaning word	N/A	ancient; artisan; archaeologist; civilization; conquer; culture; decline; dynasty; empire; Hindu; migrate; monsoon; pictograph; standardize;	summarize
	N/A	N/A	word origins	abruptly; audible; benevolent; conspiracy; dictates; incredible; isolated; spectator; sympathy	metaphor; write a fable
	N/A	N/A	suffixes	amphibious; censorship; determination; explosion; frantically; numerous; persecution; pervasive; resistance; stewardess	writer's voice; write a memoir
	N/A	N/A	synonyms	boasted; exhausted; famished; furious; generous; snoozing; swift; terrified; tireless	personification; writing a fable

Benchmark Literacy Grade 4

Vocabulary and Spelling Words By Unit and Week

Unit	Week	Tier One Words	Tier Two Words	
1	1	N/A	Word Study Kit 2, Unit 1: close-up, get-together, twenty-one, high-tech, one-sided, well-being, in-depth, life-size	
	2	N/A	Word Study Kit 2, Unit 2: stronger, crazier, juicier, lazier, healthiest, luckiest, roughest, greasiest	
	3	N/A	Word Study Kit 2, Unit 3: pianos, videos, tomatoes, algae, vertebrae, formulas, indexes, octopuses	
2	4	Comprehension Poster: first, next	Word Study Kit 2, Unit 4: railroad, exclaim, statement, portray, basis, rather, dismay, basket	
	5	N/A	Word Study Kit 2, Unit 5: ketchup, healthy, feather, neither, receipt, leisure, retrieve, relief	
	6	N/A	Word Study Kit 2, Unit 6: kitchen, window, mystery, symptom, highway, tonight, delight, crystal	
3	7	N/A	Word Study Kit 2, Unit 7: modern, soldier, roadway, poster, toaster, product, almost, unload	
	8	N/A	Word Study Kit 2, Unit 8: cocoon, shampoo, chewy, renew, hungry, punish, pewter, Sunday	
	9	N/A	Word Study Kit 2, Unit 9: poison, counter, trouble, avoid, allow, loyal, thousand, double	
4	10	N/A	Word Study Kit 2, Unit 10: autumn, laundry, gaudy, awesome, gnawed, awkward, wallet, walnut	
	11	N/A	Word Study Kit 2, Unit 11: market, aware, carpet, haircut, despair, harvest, careful, repair	
	12	N/A	Word Study Kit 2, Unit 12: torment, fortress, normal, portrait, restore, explore, support, afford	
5	13	Comprehension Poster: all, also, than, on the other hand, while, both, most, in contrast	Word Study Kit 2, Unit 13: wallow, wander, world, worthy, wardrobe, swarm, squash, quarrel	
	14	N/A	Word Study Kit 2, Unit 14: birdbath, birthday, circuit, nervous, merchant, version, murmur, furnish	
	15	N/A	Word Study Kit 2, Unit 15: hermit, pearly, rehearse, thermos, teardrop, spearmint, sincere, cheerful	
			Leaf Monster (RT): commotion, intricate, magnum opus	

	Tier Three Words	Spelling Words
	Comprehension Poster: stated/unstated main idea, supporting details, ask questions	Word Study Kit 2, Unit 1: close-up, get-together, twenty-one, high-tech, one-sided, well-being, in-depth, life-size
	N/A	Word Study Kit 2, Unit 2: stronger, crazier, juicier, lazier, healthiest, luckiest, roughest, greasiest
	Eleanor Roosevelt and Marian Anderson (RT): ancestor, civil rights, discrimination, enlightened, injustice, memorial, resign, settlement house	Word Study Kit 2, Unit 3: pianos, videos, tomatoes, algae, vertebrae, formulas, indexes, octopuses
	Comprehension Poster: identify sequence, determine text importance	Word Study Kit 2, Unit 4: railroad, exclaim, statement, portray, basis, rather, dismay, basket
	N/A	Word Study Kit 2, Unit 5: ketchup, healthy, feather, neither, receipt, leisure, retrieve, relief
	Across a Stream (RT): longbow, medicine man, Native Americans, plains, quiver, snares, teepees, tribe, venison	Word Study Kit 2, Unit 6: kitchen, window, mystery, symptom, highway, tonight, delight, crystal
	Comprehension Poster: visualize, inferences, evidence, clues	Word Study Kit 2, Unit 7: modern, soldier, roadway, poster, toaster, product, almost, unload
	N/A	Word Study Kit 2, Unit 8: cocoon, shampoo, chewy, renew, hungry, punish, pewter, Sunday
	The Corps of Discovery (RT): accomplishment, corps, frontier, harsh, haul, interpreter, route, territory, torrent, trade	Word Study Kit 2, Unit 9: poison, counter, trouble, avoid, allow, loyal, thousand, double
	Comprehension Poster: summarize, fix-up, big ideas	Word Study Kit 2, Unit 10: autumn, laundry, gaudy, awesome, gnawed, awkward, wallet, walnut
	N/A	Word Study Kit 2, Unit 11: market, aware, carpet, haircut, despair, harvest, careful, repair
	Mushing in Alaska (RT): caribou, gee, glacier, haw, hike, Iditarod, Inuit, malamute, mukluks, mush, tundra	Word Study Kit 2, Unit 12: torment, fortress, normal, portrait, restore, explore, support, afford
	Comprehension Poster: compare, contrast, determine text importance	Word Study Kit 2, Unit 13: wallow, wander, world, worthy, wardrobe, swarm, squash, quarrel
	N/A	Word Study Kit 2, Unit 14: birdbath, birthday, circuit, nervous, merchant, version, murmur, furnish
	N/A	Word Study Kit 2, Unit 15: hermit, pearly, rehearse, thermos, teardrop, spearmint, sincere, cheerful

Benchmark Literacy Grade 4

Vocabulary and Spelling Words By Unit and Week

Unit	Week	Tier One Words	Tier Two Words	
6	16	Comprehension Poster: why, because, causes, since, as a result	Word Study Kit 2, Unit 16: teacher, nature, pleasure, figure, pitcher, capture, future, exposure	
	17	N/A	Word Study Kit 2, Unit 17: heaven, ribbon, fountain, chosen, prison, curtain, muffin, dolphin	
	18	N/A	Word Study Kit 2, Unit 18: racket, credit, senate, quiet, habit, comet, orbit, private	
7	19	N/A	Word Study Kit 2, Unit 19: decaying, decayed, decays, surveying, surveyed, surveys, carrying, carried, carries	
	20	N/A	Word Study Kit 2, Unit 20: along, among, against, desire, develop, defend, beneath, beyond	
	21	N/A	Word Study Kit 2, Unit 21: quaint, sequel, conquer, banquet, technique, queasy, quiver, quizzes	
			The Gingerbread Boy Uptown (RT): dusted, scrumptious, scurried	
8	22	N/A	Word Study Kit 2, Unit 22: assign, answer, knead, rhyme, brought, thistle, align, rhombus	
	23	N/A	Word Study Kit 2, Unit 23: alphabet, nephew, coughing, laughter, approach, champion, accomplish, shortage	
	24	N/A	Word Study Kit 2, Unit 24: glacier, mansion, patient, racial, station, session, vicious, fiction	
			Pecos Bill and Bluefoot Sue (RT): feats, prairie, stampede	
9	25	Comprehension Poster: think, believe, best, worst	Word Study Kit 2, Unit 25: exhaust, nonprofit, insane, exceed, exhale, nonstick, nonviolent, insight	
	26	N/A	Word Study Kit 2, Unit 26: united, biweekly, trilateral, unicorn, bisect, unique, triple, universal	
	27	N/A	Word Study Kit 2, Unit 27: premature, forehead, precaution, preview, prejudice, forecast, foresee, foreshadow	
10	28	N/A	Word Study Kit 2, Unit 28: clearly, faithful, weakness, worthless, dimly, thoughtful, illness, restless	
	29	N/A	Word Study Kit 2, Unit 29: breezy, misty, greasy, chilly, stormy, choppy, cloudy, windy	
	30	N/A	Word Study Kit 2, Unit 30: rebel, permit, object, reject, conflict, produce, record, protest	
			A Sheep in Wolf's Clothing (RT): deceived, escapade, outlandish	

	Tier Three Words	Spelling Words
	Comprehension Poster: cause, effect, connections	Word Study Kit 2, Unit 16: teacher, nature, pleasure, figure, pitcher, capture, future, exposure
	N/A	Word Study Kit 2, Unit 17: heaven, ribbon, fountain, chosen, prison, curtain, muffin, dolphin
	Why Coyote Stopped Imitating His Friends (RT): coyote, douse, imitate, lodge, nonsense, persimmon, raven, tradition	Word Study Kit 2, Unit 18: racket, credit, senate, quiet, habit, comet, orbit, private
	Comprehension Poster: conclusions, inferences, evidence, clues	Word Study Kit 2, Unit 19: decaying, decayed, decays, surveying, surveyed, surveys, carrying, carried, carries
	N/A	Word Study Kit 2, Unit 20: along, among, against, desire, develop, defend, beneath, beyond
	N/A	Word Study Kit 2, Unit 21: quaint, sequel, conquer, banquet, technique, queasy, quiver, quizzes
	Comprehension Poster: author's purpose, summarize, inform, entertain, persuade	Word Study Kit 2, Unit 22: assign, answer, knead, rhyme, brought, thistle, align, rhombus
	N/A	Word Study Kit 2, Unit 23: alphabet, nephew, coughing, laughter, approach, champion, accomplish, shortage
	N/A	Word Study Kit 2, Unit 24: glacier, mansion, patient, racial, station, session, vicious, fiction
	Comprehension Poster: evaluate fact, evaluate opinion, connections	Word Study Kit 2, Unit 25: exhaust, nonprofit, insane, exceed, exhale, nonstick, nonviolent, insight
	N/A	Word Study Kit 2, Unit 26: united, biweekly, trilateral, unicorn, bisect, unique, triple, universal
	Battle for the Ballot (RT): amendment, ballot, citizen, deny, law-abiding, marshal, mockery, peers, register, suffrage	Word Study Kit 2, Unit 27: premature, forehead, precaution, preview, prejudice, forecast, foresee, foreshadow
	Comprehension Poster: judgments, ask questions, evidence	Word Study Kit 2, Unit 28: clearly, faithful, weakness, worthless, dimly, thoughtful, illness, restless
	N/A	Word Study Kit 2, Unit 29: breezy, misty, greasy, chilly, stormy, choppy, cloudy, windy
	N/A	Word Study Kit 2, Unit 30: rebel, permit, object, reject, conflict, produce, record, protest

Word Study and Vocabulary—Grade 4

Compound Words	
Unit 1	Hyphenated compounds
Inflectional Endings	
Unit 2	er and est: no change, e-drop, and double
Unit 3	Challenging plurals
Vowel Patterns in Accented/Stressed Syllables	
Unit 4	Long and short a patterns in accented syllables
Unit 5	Long and short e patterns in accented syllables
Unit 6	Long and short i patterns in accented syllables
Unit 7	Long and short o patterns in accented syllables
Unit 8	Long and short u patterns in accented syllables
Unit 9	Ambiguous vowels in accented syllables (oy/oi and ou/ow)
Unit 10	More ambiguous vowels in accented syllables (au, aw, al)
Unit 11	r-influenced a in accented syllables
Unit 12	r-influenced o in accented syllables
Unit 13	Words with w or /w/ sound before the vowel
Unit 14	Schwa + r spelled er, ir, and ur in first syllables
Unit 15	Schwa + r and r-influenced e in accented syllables (er, ear, ere)
Unaccented Syllables	
Unit 16	Unaccented final syllables (/chur/shur/yur/)
Unit 17	Unaccented final syllables (en, on, ain, in)
Unit 18	Unaccented final syllables (et, it, ate)
Unit 19	y + inflected endings
Unit 20	Unaccented initial syllables (a-, de-, be-)
Consonants	
Unit 21	Spellings with qu
Unit 22	Words with silent consonants: t, g, w, k, h, gh
Unit 23	ch, gh, and ph
Unit 24	Consonants with vowel i (ci, si, ti)
Affixes	
Unit 25	Prefixes (ex-, non-, in-)
Unit 26	Prefixes (uni-, bi-, tri-)
Unit 27	Prefixes (pre-, fore-)
Unit 28	Suffixes (-ful, -less, -ly, and -ness)
Unit 29	Suffix y (no change, e-drop, and double)
Word Study Investigations	
Unit 30	Homographs
Unit 31	Homophones
Unit 32	i before e except after c

Grade 4 Recommended Trade Book Read-Aloud Titles*

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
1	Ask questions	The Mysteries of Harris Burdick	Chris Van Allsburg	Mystery/Fantasy
1	Ask questions	Wilma Unlimited	Kathleen Krull	Biography
1	Ask questions	Feathers and Fools	Mem Fox	Animal Fantasy
1	Ask questions	Only Passing Through: The Story of Sojourner Truth	Anne Rockwell	Informational Nonfiction/Biography
1	Ask questions	A Forest of Stories	Rina Singh	Fiction
1	Ask questions	The Story of Ruby Bridges	Robert Coles	Informational Nonfiction/Biography
2	Determine text importance	Snowflake Bentley	Jacqueline Briggs Martin	Realistic Fiction
2	Determine text importance	Exploring the Titanic	Robert Ballard	Informational Nonfiction
2	Determine text importance	Nessa's Story	Nancy Luenn	Realistic Fiction
2	Determine text importance	Bull Run	Paul Fleischman	Informational Nonfiction
2	Determine text importance	Aunt Harriet's Underground Railroad in the Sky	Faith Ringgold	Historical Fiction/Fantasy
2	Determine text importance	Lewis and Clark: Explorers of the New American West	Steven Kroll	Informational Nonfiction
3	Visualize	Dogteam	Gary Paulsen	Realistic Fiction
3	Visualize	Caves and Caverns	Gail Gibbons	Informational Nonfiction
3	Visualize	Close Your Eyes	Jean Marzollo	Informational Fiction
3	Visualize	Bugs Before Time: Prehistoric Insects and Their Relatives	Cathy Camper	Informational Nonfiction
3	Visualize	See the Ocean	Estelle Condra	Realistic Fiction
3	Visualize	On My Block: Stories and Paintings by Fifteen Artists	Dana Goldberg	Informational Nonfiction
4	Fix-up monitoring	The Village that Vanished	Ann Grifalconi	Historical Fiction
4	Fix-up monitoring	Sea Critters	Sylvia A. Earle	Informational Nonfiction
4	Fix-up monitoring	So Far from the Sea	Eve Bunting	Historical Fiction
4	Fix-up monitoring	Weather	Seymour Simon	Informational Nonfiction
4	Fix-up monitoring	Cindy Ellen: A Wild Western Cinderella	Susan Lowell	Fairy Tales
4	Fix-up monitoring	Martin's Big Words	Doreen Rappaport and Bryan Collier	Biography
5	Determine text importance	Passage to Freedom: The Sugihara Story	Ken Mochizuki	Biography
5	Determine text importance	The Man Who Walked Between the Towers	Mordicai Gerstein	Biography
5	Determine text importance	Grandfather's Journey	Allen Say	Realistic Fiction
5	Determine text importance	Remember the Ladies: 100 Great American Women	Cheryl Harness	Informational Nonfiction
5	Determine text importance	New Hope	Henri Sorensen	Historical Fiction
5	Determine text importance	The Unbreakable Code	Sara Hunter	Historical Fiction

Grade 4 Recommended Trade Book Read-Aloud Titles*

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
6	Make connections	Dandelions	Eve Bunting	Historical Fiction
6	Make connections	America Is . . .	Louise Borden	Informational Nonfiction
6	Make connections	Thank You, Mr. Falker	Patricia Polacco	Realistic Fiction
6	Make connections	Coming Home	Floyd Cooker	Informational Nonfiction
6	Make connections	Dog Breath	Dave Pilkey	Realistic Fiction
6	Make connections	Grandma's Records	Eric Velasquez	Biography
7	Make inferences	The Gardener	Sarah Stewart and David Small	Realistic Fiction
7	Make inferences	So You Want to Be President?	Judith St. George	Informational Nonfiction
7	Make inferences	Smoky Night	Eve Bunting and David Diaz	Realistic Fiction
7	Make inferences	Out of Darkness: The Story of Louis Braille	Russell Freedman	Informational Nonfiction/Biography
7	Make inferences	The Wall	Eve Bunting	Realistic Fiction
7	Make inferences	Immigrant Kids	Russell Freedman	Informational Nonfiction
8	Summarize & synthesize	Chicken Sunday	Patricia Polacco	Realistic Fiction
8	Summarize & synthesize	Lincoln: A Photobiography	Russell Freedman	Biography
8	Summarize & synthesize	Ox-Cart Man	Donald Hall	Realistic Fiction
8	Summarize & synthesize	Earthquakes	Seymour Simon	Informational Nonfiction
8	Summarize & synthesize	Weslandia	Paul Fleischman	Realistic Fiction
8	Summarize & synthesize	Living in a Prairie	Carol Baldwin	Informational Nonfiction
9	Make connections	Dakota Dugout	Ann Turner	Historical Fiction
9	Make connections	Black Whiteness: Admiral Byrd Alone in the Antarctic	Robert Burleigh	Biography
9	Make connections	Annie and the Old One	Miska Miles and Peter Parnall	Realistic Fiction
9	Make connections	Faithful Elephants: A True Story of Animals, People, and War	Yukio Tsuchiya	Informational Nonfiction
9	Make connections	All the Places to Love	Patricia MacLachlan	Realistic Fiction
9	Make connections	Coming Home: From the Life of Langston Hughes	Floyd Cooper	Biography
10	Ask questions	Baseball Saved Us	Ken Mochizuki	Historical Fiction
10	Ask questions	Daily Life in a Covered Wagon	Paul Erickson	Informational Nonfiction
10	Ask questions	The Rainbow Bridge	Audrey Wood	Historical Fiction/Fables
10	Ask questions	Black Women of the Old West	William Katz	Informational Nonfiction
10	Ask questions	The Crane Wife	Odds Bodkin	Fairy Tales

*All titles are based on the recommended read-aloud lists of Linda Hoyt, Fountas & Pinnell, Stephanie Harvey, Making Meaning, and Booksource.

Overview

Grade 5

Skills & Strategies

Whole-Group Mini-Lesson Strategies and Skills—Grade 5

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
<ul style="list-style-type: none"> • Ask Questions • Identify Stated & Unstated Main Idea & Supporting Details 	1.1	1	Ask questions	• Comprehension Anchor Posters: Ask questions/Identify stated and unstated main idea & supporting details	• Leveled Texts for Comprehension Instruction	• Prefixes (in- , un- , dis- , mis-)
	1.2	2	Ask questions	• Genre Anchor Posters: Informational Text	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Prefixes (in- , un- , dis- , mis-) • Prefixes (pre- , fore- , post- , after-)
	1.3	3	Ask questions	• Reader's Theater: <i>One Giant Leap</i> • Fluency Poster: Speed/Pacing—Varied	• Reader's Theater Scripts	• Prefixes (pre- , fore- , post- , after-) • Prefixes (re- , ex- , in- , de-)
<ul style="list-style-type: none"> • Determine Text Importance • Identify Sequence of Events 	2.1	4	Determine text importance	• Comprehension Anchor Posters: Determine text importance/Identify sequence of events	• Leveled Texts for Comprehension Instruction	• Prefixes (re- , ex- , in- , de-) • Prefixes (sub- , com- , pro- , en-)
	2.2	5	Determine text importance	• Genre Anchor Posters: Realistic Fiction	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Prefixes (sub- , com- , pro- , en-) • Suffixes (-y , -ly , -ily)
	2.3	6	Determine text importance/Ask questions	• Reader's Theater: <i>Tornado!</i> • Fluency Poster: Pausing—Short Pause	• Reader's Theater Scripts	• Suffixes (-y , -ly , -ily) • Comparative suffixes (-er , -est , -ier , -iest)
<ul style="list-style-type: none"> • Visualize • Make Inferences 	3.1	7	Visualize	• Comprehension Anchor Posters: Visualize/Make inferences	• Leveled Texts for Comprehension Instruction	• Comparative suffixes (-er , -est , -ier , -iest) • Noun suffixes (-er , -or , -ian , -ist)
	3.2	8	Visualize	• Genre Anchor Posters: Historical Fiction	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Noun suffixes (-er , -or , -ian , -ist) • Suffixes (-ment , -less , -ness)
	3.3	9	Visualize/Determine text importance	• Reader's Theater: <i>Ponce de Leon and the Fountain of Youth</i> • Fluency Poster: Pausing—Full Stop	• Reader's Theater Scripts	• Suffixes (-ment , -less , -ness) • Suffixes (-ary , -ery , -ory)
<ul style="list-style-type: none"> • Fix-Up Monitoring • Summarize Information 	4.1	10	Fix-up monitoring	• Comprehension Anchor Posters: Fix-up monitoring/Summarize information	• Leveled Texts for Comprehension Instruction	• Suffixes (-ary , -ery , -ory) • Suffixes (-ty , -ity)
	4.2	11	Fix-up monitoring	• Genre Anchor Posters: Science Fiction	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Suffixes (-ty , -ity) • Suffixes (-al , -ial , -ic)
	4.3	12	Fix-up monitoring/Visualize	• Reader's Theater: <i>Wild Weather</i> • Fluency Poster: Inflection/Intonation—Pitch	• Reader's Theater Scripts	• Suffixes (-al , -ial , -ic) • Adjective suffixes (-ful , -ous , -ious)
<ul style="list-style-type: none"> • Determine Text Importance • Compare & Contrast 	5.1	13	Determine text importance	• Comprehension Anchor Posters: Determine text importance/Compare & contrast	• Leveled Texts for Comprehension Instruction	• Adjective suffixes (-ful , -ous , -ious) • Verb suffixes (-en , -ize , -ify)
	5.2	14	Determine text importance	• Genre Anchor Posters: Myths	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Verb suffixes (-en , -ize , -ify) • Suffix -ion , no spelling change
	5.3	15	Determine text importance/Fix-up monitoring	• Reader's Theater: <i>The Odyssey</i> • Fluency Poster: Inflection/Intonation—Volume	• Reader's Theater Scripts	• Suffix -ion , no spelling change • Suffix -ion and -ian , no spelling change

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
<ul style="list-style-type: none"> • Make Connections • Identify Cause & Effect 	6.1	16	Make connections	• Comprehension Anchor Posters: Make connections/Identify cause & effect	• Leveled Texts for Comprehension Instruction	<ul style="list-style-type: none"> • Suffix -ion and -ian, no spelling change • Suffix -ion, e-drop, and spelling change
	6.2	17	Make connections	• Genre Anchor Posters: Biography	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Suffix -ion, e-drop, and spelling change • Suffixes -ation, -cation, -ition
	6.3	18	Make connections/ Determine text importance	<ul style="list-style-type: none"> • Reader's Theater: <i>Clara Barton: Angel of the Battlefield</i> • Fluency Poster: Inflection/Intonation—Stress 	• Reader's Theater Scripts	<ul style="list-style-type: none"> • Suffixes -ation, -cation, -ition • Consonant alternation
<ul style="list-style-type: none"> • Make Inferences • Draw Conclusions 	7.1	19	Make inferences	• Comprehension Anchor Posters: Make inferences/Draw conclusions	• Leveled Texts for Comprehension Instruction	<ul style="list-style-type: none"> • Consonant alternation • Vowel alternation: long to short
	7.2	20	Make inferences	• Genre Anchor Posters: Mystery	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Vowel alternation: long to short • Vowel alternation: long to short or schwa
	7.3	21	Make inferences/ Make connections	<ul style="list-style-type: none"> • Reader's Theater: <i>Sleepless Beauty</i> • Fluency Poster: Phrasing—High-Frequency Word Phrases 	• Reader's Theater Scripts	<ul style="list-style-type: none"> • Vowel alternation: long to short or schwa • Suffix -ity, vowel alternation, schwa to short
<ul style="list-style-type: none"> • Summarize & Synthesize • Evaluate Author's Purpose 	8.1	22	Summarize & synthesize	• Comprehension Anchor Posters: Summarize & synthesize/Evaluate author's purpose	• Leveled Texts for Comprehension Instruction	<ul style="list-style-type: none"> • Suffix -ity, vowel alternation, schwa to short • Vowel alternations: long, short, and schwa
	8.2	23	Summarize & synthesize	• Genre Anchor Posters: Plays	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Vowel alternations: long, short, and schwa • Suffix -ion, vowel alternation, spelling change
	8.3	24	Summarize & synthesize/ Make inferences	<ul style="list-style-type: none"> • Reader's Theater: <i>The Lion and the Mouse Shoot Hoops</i> • Fluency Poster: Expression—Anticipation and Mood 	• Reader's Theater Scripts	<ul style="list-style-type: none"> • Suffix -ion, vowel alternation, spelling change • Number prefixes (mono-, uni-, bi-, tri-)
<ul style="list-style-type: none"> • Make Connections • Distinguish & Evaluate Fact & Opinion 	9.1	25	Make connections	• Comprehension Anchor Posters: Make connections/Distinguish & evaluate fact & opinion	• Leveled Texts for Comprehension Instruction	<ul style="list-style-type: none"> • Number prefixes (mono-, uni-, bi-, tri-) • Size prefixes (micro-, mega-, super-, hyper-)
	9.2	26	Make connections	• Genre Anchor Posters: Reviews	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Size prefixes (micro-, mega-, super-, hyper-) • Greek roots (tele, phon, photo, graph)
	9.3	27	Make connections/ Summarize & synthesize	<ul style="list-style-type: none"> • Reader's Theater: <i>Hansel and Gretel: The True Story</i> • Fluency Poster: Expression—Characterization and Feelings 	• Reader's Theater Scripts	<ul style="list-style-type: none"> • Greek roots (tele, phon, photo, graph) • Greek roots (geo, therm, scope, meter, logy)
<ul style="list-style-type: none"> • Ask Questions • Make Judgments 	10.1	28	Ask questions	• Comprehension Anchor Posters: Ask questions/Make judgments	• Leveled Texts for Comprehension Instruction	<ul style="list-style-type: none"> • Greek roots (geo, therm, scope, meter, logy) • Latin roots (spect, port, form)
	10.2	29	Ask questions	• Genre Anchor Posters: Persuasive Essays	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Latin roots (spect, port, form) • Latin roots (dic, aud, vis)
	10.3	30	Ask questions/ Make connections	<ul style="list-style-type: none"> • Reader's Theater: <i>City Kids, Country Kids</i> • Fluency Poster: Expression—Dramatic Expression 	• Reader's Theater Scripts	<ul style="list-style-type: none"> • Latin roots (dic, aud, vis) • Words from other languages

Small-Group Leveled Text Strategies and Skills—Grade 5

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
The Inca	1	R	40	Social Studies	Informational Nonfiction	identify main idea and supporting details	N/A	
The Voyages of Christopher Columbus	1	S	44	Biography Social Studies	Informational Nonfiction	identify main idea and supporting details	N/A	
Lewis and Clark	1	T	44	Biography Social Studies	Biography	identify main idea and supporting details	N/A	
Riches from Earth	1	U	50	Science	Informational Nonfiction	identify main idea and supporting details	N/A	
Yukon Adventures Magazine	1	U	50	Social Studies	Informational Nonfiction	evaluate author's purpose	read with anticipation and mood	
Ancient Greece	1	V	60	Social Studies	Informational Nonfiction	identify main idea and supporting details	N/A	
Weather on Earth	1	W	60	Science	Informational Nonfiction	identify main idea and supporting details	N/A	
Yum, Yum, Yum! Favorite Foods Invented by Accident*	1	N	30	N/A	Informational Text	identify cause and effect summarize information	Expression: Anticipation and Mood	
Bridges: Life of a Star	2	R	40	Science	Informational Nonfiction	identify sequence of events	read with appropriate pacing	

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be a part of the leveled text collection you are using.

	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	reread	use context clues to determine word meaning: direct definitions	N/A	archaeology; conquered; conquistador; empire; Inca; nobility; province; ruins; terrace	write a personal response; write to a text prompt; write to a picture prompt
	make connections	use context clues to determine word meaning: direct definitions	N/A	almanac; colony; doldrums; eclipse; enslave; malaria; marooned; pearl; reef	write a personal response; write to a text prompt; write to a picture prompt
	visualize	knowledge of word structures to determine word meaning: compound words	N/A	band; compass; downriver; dugout canoe; expedition; Great Plains; journal; keelboat; knapsack; Northwest Passage; pirogue; pole; portage; sandbar; specimen; upstream	prediction paragraph
	determine text importance	context clues to determine word meaning: definitions	N/A	density; element; erosion; fossil; fossil fuel; humus; igneous rock; lava; magma; metamorphic rock; mineral; nutrient; ore; sedimentary rock; water vapor	main idea paragraph
	N/A	N/A	superlatives	harshes; largest; most challenging; most glorious; most grueling; most horrible; most popular; most skillful; oldest; roughest; toughest	text and graphic features; write an informational text
	ask questions	Etymologies: Greek roots	N/A	acropolis; agora; archaeologist; architecture; citizen; city-state; civilization; culture; democracy; epic; gymnasium; historian; noble; philosophy; ruins; temple	write a personal response; write to a text prompt; write to a picture prompt
	ask questions determine text importance	use context clues to determine word meanings: direct definitions use a glossary/ dictionary to confirm definitions	Greek roots, analogies, multiple-meaning words, prepositions for place and direction	air mass; air pressure; anemometer; barometer; conduction; convection; density; dew point; front; greenhouse effect; humidity; hygrometer; meteorologist; precipitation; radiation; temperature; thermometer; troposphere; weather; weather balloon; weather satellite; wind	write a weather report
	N/A	N/A	word origins	ambassador; combination; concoction; dietitian; distribute; mechanical; modern; original; patent; temperamental; texture; traditional	strong ending
	visualize	word map; pedestal word chart; word bench; multiple-meaning word	N/A	asteroid; astronomer; bipolar outflow; galaxy; gravity; main sequence; nebula; nuclear fusion; protoplanetary disc; protostar; spectral class; spicule; stable equilibrium; supernova; white dwarf	summarize

Small-Group Leveled Text Strategies and Skills—Grade 5

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Chemistry in the Kitchen	2	S	44	Math Science	Informational Nonfiction	identify sequence of events	N/A	
Linda's Journal, Jalissa and the Grand Finale	2	S	44	Fiction	Realistic Fiction	evaluate author's purpose	read with appropriate pauses	
Electrifying Personalities	2	T	44	Biography Science	Biography	identify sequence of events	N/A	
Stable Boy at the Alamo; <i>Monitor vs. Merrimack</i> : Clash of the Ironclads	2	U	50	Fiction Social Studies	Historical Fiction	identify sequence of events	read with varied speed/pacing	
Using Math in Science	2	V	60	Science	Informational Nonfiction	identify sequence of events	N/A	
The U.S. Government: 1803–1861	2	W	60	Social Studies	Informational Nonfiction	identify sequence of events	N/A	
The Thing in the Cave; Jamal's Secret*	2	N	30	N/A	Realistic Fiction	analyze story elements draw conclusions	Inflection/Intonation: Pitch	
Bridges: Alexander the Great	3	R	40	Social Studies	N/A	make inferences	read with appropriate pacing	
The Lewis and Clark Expedition: Crossing the Rocky Mountains; Building the Transcontinental Railroad: Blasting Through the Sierra Nevadas	3	S	44	Fiction Social Studies	Historical Fiction	make judgments	read with inflection/ tone: volume	
The Ogs Discover Fire and Other Stuff	3	S	44	Drama Social Studies	Drama	make inferences	N/A	
Native Americans at the Time of the Explorers	3	T	44	Social Studies	Informational Nonfiction	make inferences	N/A	

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	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	ask questions	use knowledge of word structures to determine word meaning: base words and suffixes	N/A	atom; chemical equation; chemical reaction; condense; matter; molecule; product; property; reactant; reaction rate; surface area; vapor	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	portmanteau	absotively; blurt; brunch; camcorder; chortle; ginormous; grumbled; netsurfing; posilutely; smog; splurge; squawked	onomatopoeia; write realistic fiction
	make inferences	context clues to determine word meaning: definitions	N/A	circuit; electromagnetic wave; electron; filament; generator; Morse code; Nobel Prize; phonograph; physics; receiver; transmit; transmitter; tuberculosis	sequential paragraph
	N/A	N/A	easily confused words	affect; complemented; complimented; convinced; effect; farther; floundering; foundering; further; lightening; lightning; persuade; preceded; proceeded	strong lead; write a historical fiction story
	visualize determine text importance	use context clues (direct definitions and descriptions) to determine word meanings	Word maps Active vs. Passive voice	bar graph; circle graph; customary system; decimal; denominator; dimensional analysis; estimate; exponent; formula; fraction; histogram; improper fraction; line graph; mean; median; metric system; mode; numerator; percent; proportion; range; rate; ratio; scatter plot; scientific notation	objective argument
	make connections summarize and synthesize	use context clues to define unfamiliar vocabulary	multiple-meaning words	abolitionist; annex; compromise; executive agreement; foreign policy; frontier; joint resolution; majority; militia; moderate; neutral; nullification; ratify; republic; resolution; secession; tariff; textile; treason; veto power	report
	N/A	N/A	synonyms	collapsed; concerned; crabby; drooping; filth; gigantic; hollering; murmuring; panting; skidding	simile; writing realistic fiction
	retell what was read	word map; pedestal word chart; word bench; multiple-meaning word	N/A	ancestor; catapult; city-state; civilization; classification; colony; economy; empire; prophecy; route;	summarize
	N/A	N/A	homonyms	compound; peer; recess; relish; upset	alliteration; write a historical fiction story
	N/A	knowledge of word structures to determine word meaning	alliteration; analyze compound words	N/A	analyze story elements
	think about it write about it	use context clues to determine word meaning: direct definitions	N/A	bark; canoe; explorer; kachina; longhouse; nation; potlatch; pueblo; sign language; tepee; tradition; tribe	write a personal response; write to a text prompt; write to a picture prompt

Small-Group Leveled Text Strategies and Skills—Grade 5

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Body Systems: Human Cells	3	U	50	Science	Informational Nonfiction	make inferences	N/A	
Jake Digs a Hole, Luke and the Bug Man	3	V	60	Fiction	Realistic Fiction	make inferences	read with inflection/ tone: volume	
Geography of Mexico	3	W	60	Social Studies	Informational Nonfiction	make inferences	N/A	
From Broad Street to Beacon Hill: An Irish Immigrant Experience; Rocket Girl: A Story of the Civil Rights Movement*	3	O	34	N/A	Historical Fiction	analyze character make judgments	Expression: Dramatic Expression	
Animals of Africa	4	R	40	Science	Informational Nonfiction	summarize information	N/A	
Tsunamis	4	S	44	Science	Informational Nonfiction	summarize information	N/A	
Electricity Adds Up	4	T	44	Math Science	Informational Nonfiction	summarize information	N/A	
Homework from the Future, The Encouragement App	4	U	50	Fiction Science	Science Fiction	summarize information	read with varied speed/pacing	
People of the American Revolution	4	U	50	Social Studies	Biography	summarize information	N/A	
Cells	4	V	60	Science	Informational Nonfiction	summarize information	N/A	
Relationships in Nature	4	W	60	Science	Informational Nonfiction	summarize information	N/A	
The Dog Did My Homework; Bigger*	4	Q	40	N/A	Science Fiction	make predictions evaluate author's purpose and point of view	read with characterization and feelings	
Mathematical Thinkers	5	R	40	Biography Social Studies	Biography	compare and contrast	N/A	

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	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	visualize	use knowledge of word structure to determine word meaning: etymologies	N/A	cell; chromosome; cytoplasm; enzyme; gene; glucose; lysosomes; metabolism; mitosis; nucleus; organelles; oxygen; plasma	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	suffixes	apology; delicious; enormous; entomology; incredulous; monotonous; obnoxious; previous; psychology; taxonomy; tedious; terminology	simile; write realistic fiction
	reread	use context clues to determine word meaning: descriptions	N/A	arable; basin; economy; geography; highlands; irrigation; isthmus; lagoon; lowlands; navigable; peninsula; plateau	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	direct definition	commando; famine; forage; gathered; landlords; mansion; matinee; mishap; protest; ransom; serial	idiom; writing a historical fiction story
	reread	identify homonyms	N/A	adaptation; camouflage; continent; endangered; environment; extinct; habitat; instinct; migrate; species	write a personal response; write to a text prompt; write to a picture prompt
	make connections	use synonyms to determine word meaning	N/A	crest; crust; displace; ecosystem; geologist; lagoon; length; marine; meteorite; trench; tsunami	write a personal response; write to a text prompt; write to a picture prompt
	ask questions	understand denotation and connotation	N/A	ampere; circuit; circuit breaker; conductor; electric current; electric power; electron; fuse; insulator; kilowatt; kilowatt-hour; ohm; Ohm's Law; parallel circuit; potential; resistance; series circuit; short circuit; static electricity; transformer; volt; voltage; watt	descriptive paragraph
	N/A	N/A	heterographs	assistance; assistants; berth; birth; hew; hue; pedal; peek; petal; pique; reek; wreak	hyperbole; write a science fiction story
	retell what was read	use antonyms to determine word meaning	N/A	ally; Continental Congress; double agent; enlist; Loyalist; pact; pamphlet; Patriot	write a personal response; write to a text prompt; write to a picture prompt
	ask questions	use knowledge of word structure to determine word meaning: base words	N/A	bacteria; cell; cell membrane; cell wall; chloroplast; chromosome; cytoplasm; gene; nucleus; organelles; photosynthesis; protist; virus	write a clues and evidence paragraph
	determine text importance	use context clues to determine word meaning: descriptions	N/A	adapt; camouflage; commensalism; habitat; host; mutualism; parasitism; predator; prey; scavenger; species	write a summary
	N/A	N/A	specific adjectives (science)	colossal; holographic; lunar; microscopic; miniscule; orbital; solar; supersonic; toy-sized; vast	onomatopoeia; write a science fiction story
	N/A	knowledge of word structures/context clues to determine word meaning	prefixes and suffixes	algebra; binary system; circumference; coordinate geometry; coordinate pair; diameter; displace; geometry; line segment; magic square; metric system; pi; proof; radius; volume	use problem/solution text structure

Small-Group Leveled Text Strategies and Skills—Grade 5

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens	5	S	44	Fiction	myths and legends	compare and contrast	read with inflection/ tone: volume	
Hercules' 11th Labor, Pandora's Box, Demeter and Persephone	5	T	44	Fiction	myths and legends	make judgments	read with characterization and feeling	
Native Peoples	5	T	44	Social Studies	Informational Nonfiction	compare and contrast	N/A	
Establishing the U.S. Economy	5	U	50	Social Studies	Informational Nonfiction	compare and contrast	N/A	
Art in the Renaissance	5	V	60	Social Studies	Informational Nonfiction	compare and contrast	N/A	
Women in the Renaissance	5	W	60	Social Studies	Biography	compare and contrast	N/A	
Marian Anderson; Frida Kahlo*	5	R	40	Social Studies	Biography	identify cause and effect compare and contrast	read with inflection/ tone: pitch	
After the Earthquake	6	R	40	Social Studies	Informational Nonfiction	identify cause and effect	N/A	
The American Revolution	6	S	44	Social Studies	N/A	identify cause and effect	N/A	
Space Exploration	6	T	44	Social Studies	N/A	identify cause and effect	N/A	
Iron	6	U	50	Math Science	N/A	identify cause and effect	N/A	
John Adams, Abigail Adams	6	U	50	Biography	Biography	compare and contrast	read with prosody/ pacing	

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	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	N/A	N/A	heterographs	flair; flare; gait; fate; meddle; mettle; pleas; please; reign; rein; vial; vile	metaphor; write a myth
	N/A	N/A	prefixes	immobilize; immortal; impenetrable; implacable; impossible; incapacitated; incessantly; inconsolable; infinite; innocent; innocuous; insurmountable; interminable	word choice; write a myth
	N/A	use context clues to determine word meaning	pronunciation guides	Arctic Circle; caribou; civil war; Cro-Magnon; desert; drought; Eskimo; fluoride; fuero; harpoon; igloo; jai alai; kava; kayak; minority; Muslim; nomads; parka; taboo	comparison paragraph
	visualize	use context clues to determine word meaning: direct definitions and descriptions	analyze compound words	economy; mercantilism; free market; capitalism; surplus; credit; debt; currency; imports; exports; Industrial Revolution; mass production; cotton gin; manufacturing; telegraph; canal; supply; demand; immigrant	compare and contrast essay
	make connections	Etymologies (Word Origins): Greek or Latin	N/A	architecture; cast; commission; composition; equestrian; fresco; humanist; modeling; patron; perspective; realism; schiacciato; vault	write a personal response; write to a text prompt; write to a picture prompt
	visualize	use antonyms to determine word meaning	N/A	apprentice; city-state; dowry; humanist; inherit; marriage contract; monk; patron; pilgrimage; pope; regent; sculptor; tutor	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	word origins	audience; confined; declared; fractured; introspective; magnificent; mural; rebellious; segregation; sensation; vivid	a strong lead; write a biography
	N/A	knowledge of word structures to determine word meaning/context clues to determine word meaning	analyze compound words	aftershock; avalanches; earthquake; earthquake table; landslides; pagodas; predict; rubble; seismogram; seismologist; seismometer; tectonic plate; tsunami; vibration	describe cause and effect relationships
	visualize	use knowledge of word structures to determine word meaning: Base words and suffixes	N/A	ally; colony; Continental Congress; independence; Loyalist; militia; Patriot; pamphlet; protest; rebel	write a personal response; write to a text prompt; write to a picture prompt
	N/A	use context clues to determine word meaning	use context clues	astronaut; astronomer; astronomy; cosmonaut; orbit; revolve; satellite; spacecraft; space probe; space race; space shuttle; space station; sun; telescope	summary paragraphs
	retell what was read	use synonyms to determine word meaning: synonyms using or	N/A	alloy; bloom; compound; element; formula; malleable; mantle; meteorite; mineral; molten; ore; property	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	emotion words	brokenhearted; dismayed; endured; enraged; frustrated; irritable; longed; somber; stubbornly; suffered	direct quotes; write a biography

Small-Group Leveled Text Strategies and Skills—Grade 5

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Geography of Canada	6	V	60	Social Studies	Informational Nonfiction	identify cause and effect	N/A	
Disasters of Technology	6	W	60	Math Social Studies	Informational Nonfiction	identify cause and effect	N/A	
Atalanta's Race; King Midas and the Golden Touch; The Flight of Daedalus and Icarus*	6	R	40	N/A	Myths	analyze character make judgments	read with dramatic expression	
Human Body	7	R	40	Science	Informational Nonfiction	draw conclusions	N/A	
Whose Song Is It, Anyway?; The Mixed-Up Guitar Case	7	S	44	Fiction	Mystery	draw conclusions	read with inflection/ tone: pitch	
Human Emotions	7	T	44	Science	Informational Nonfiction	draw conclusions	N/A	
The Missing Necklace; Stop, Thief!	7	T	44	Fiction	Mystery	make inferences	read with anticipation and mood	
A "Miracle" Material	7	U	50	Science	Informational Nonfiction	draw conclusions	N/A	
Forces and Motion on Earth	7	V	60	Science	Informational Nonfiction	draw conclusions	N/A	
The Great Depression by the Numbers	7	W	60	Math Social Studies	Informational Nonfiction	draw conclusions	N/A	
Buried Treasure; Holiday Hazard*	7	Q	40	N/A	Mystery	make predictions analyze story elements	read with anticipation and mood	
Astronomers	8	R	40	Biography Science	Biography	evaluate author's purpose	N/A	
In the Footprints of the Yeti; Stalked by Bigfoot	8	S	44	Fiction	Myths and Legends (cross-cultural)	evaluate author's purpose	read with anticipation and mood	

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	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	ask questions	use context clues to determine word meaning: descriptions	N/A	fjord; geography; hydroelectric power; plateau; temperate; tundra	write a personal response; write to a text prompt; write to a picture prompt
	visualize	use context clues to determine word meaning: direct definitions	N/A	atmosphere; compartment; dirigible; evacuate; flammable; gravity; hull; orbit; regulation; sabotage; salvage; steerage	paragraph that provides clues and evidence for a judgment
	N/A	N/A	antonyms	banished; blissful; capture; entrance; evict; faded; folly; forfeit; intruder; soar; vanished; veered; zipped	personification; write a myth
	N/A	knowledge of word structures to determine word meaning/ use context clues to determine word meaning	analyze compound words	arteries; bile; brain stem; capillaries; carbohydrates; cell; cerebellum; cerebrum; chromosomes; DNA; enzymes; genes; hormones; immune system; marrow; matter; nerve cells; protein; spinal cord; veins	write cause and effect relationships
	N/A	N/A	heterographs	callous; callus; canvas; canvass; cue; queue; serge; surge	oxymoron; write a mystery
	N/A	understand denotation and connotation/ use context clues to determine word meaning	interjections and similes	adrenal glands; adrenaline; associations; cerebral cortex; communicate; emotion; feeling; instinct; self-aware; sensory experiences; social emotions; universal emotions	draw conclusions
	N/A	N/A	easily confused words	addition; attendance; attention; comical; correlation; detective; excitement; failure; meticulously; motivations; retirement; suspicious	simile; write a mystery
	synthesize	context clues to determine word meaning: descriptions	N/A	Bakelite; biodegradable; celluloid; monomer; photodegradable; plastic; pollution; polyethylene; polymer; recycling; synthetic; thermoplastic; thermoset	write a conclusion paragraph
	ask questions	use context clues to determine word meaning: direct definitions	N/A	air resistance; balanced forces; force; friction; gravity; magnet; magnetic field; magnetism; mass; motion; unbalanced forces; weight	write a personal response; write to a text prompt; write to a picture prompt
	determine text importance	identify antonyms	N/A	credit; depression; minimum wage; prosperity; shantytown; soil conservation; stock; unemployed; veteran; welfare	write a summary including main points and ideas
	N/A	N/A	adverbs	always; before; closely; eagerly; evenly; immediately; nearly; reluctantly; usually; yesterday	metaphor; write a mystery
	N/A	use context clues to determine word meaning	use context clues	constellation; craters; data; ellipse; experiments; formula; logic; model; pendulum; philosophy; pulse; revolved; universe	main idea and supporting details paragraph
	N/A	N/A	prefixes	circumscribed; circumvent; euphonious; euphoric; exasperated; exhilarated; expectation; expertise; extinguished; hypocritically; hypothermia	mood; write a legend

Small-Group Leveled Text Strategies and Skills—Grade 5

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Catastrophic Storms	8	T	44	Math Science	Informational Nonfiction	evaluate author's purpose	N/A	
The Trouble with Northrup, A Trampoline's Highs and Lows, Jimmy Aaron's Best Worst Day of Fifth Grade	8	T	44	Drama	drama	evaluate author's purpose	read with characterization and feeling	
Earth: The Water Planet	8	U	50	Science	Informational Nonfiction	evaluate author's purpose	N/A	
Basic Heredity	8	V	60	Math Science	Informational Nonfiction	evaluate author's purpose	N/A	
Pharaohs, Pyramids, and Mummies	8	W	60	Social Studies	Informational Nonfiction	evaluate author's purpose	N/A	
Seesaw; Hurry, Linda!*	8	N	30	N/A	Plays	analyze story elements make judgments	Expression: Dramatic Expression	
Soccer World Magazine	9	R	40	Social Studies	Informational Nonfiction	evaluate fact and opinion	read with varied speed: pacing	
Matilda, Charlie and the Chocolate Factory	9	S	44	How To	Book Reviews	evaluate fact and opinion	read with appropriate pauses	
The Greenville Gazette	9	S	44	Social Studies	Informational Nonfiction	evaluate fact and opinion	read with varied speed/pacing	
Portraits in Greatness	9	T	44	Biography Social Studies	Biography	evaluate fact and opinion	N/A	
Newcomers to America	9	U	50	Social Studies	Memoir	evaluate fact and opinion	read with characterization and feeling	
The Seven Wonders of the Ancient World	9	V	60	Social Studies	Informational Nonfiction	evaluate fact and opinion	N/A	

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be a part of the leveled text collection you are using.

	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	reread	use knowledge of word structure to determine word meaning: compound words	N/A	atmosphere; catastrophic; coastal area; eye; eyewall; frostbite; hypothermia; landfall; meteorologist; polar; spiral bands; storm surge; updraft; warm front; whiteout; wind chill	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	adverbs	alphabetically; already; first; gaily; intravenously; mentally; nearby; never; next; often; physically; tomorrow	idiom; write a play
	think about it write about it	use context clues to determine word meaning: descriptions	N/A	abyssal plain; aquifer; climate; continental shelf; continental slope; evaporate; gravity; ice cap; monsoon; runoff; salinity; spring; turbine; vapor	write a personal response; write to a text prompt; write to a picture prompt
	ask questions	use context clues to determine word meaning: direct definitions	N/A	allele; base pair; chromosome; deoxyribonucleic acid; dominant; gene genetics; genome; genotype; heredity; imprinting; mutation; phenotype; recessive	write a personal response; write to a text prompt; write to a picture prompt
	synthesize	use synonyms to determine word meaning	N/A	amulet; archaeologist; canopic jar; civilization; embalm; hieroglyphics; mummification; mummy; pharaoh; pyramid; sarcophagus; sphinx; tomb	write a paragraph of purpose
	N/A	N/A	adverbs	always; down; inside; late; never; now; outside; sometimes; still; today; up	idiom
	N/A	N/A	word origins	captured; colleges; competition; ejected; furious; generation; marquee; opponent; organization; professional; spectators; uniforms; victory	a strong lead; write an informational text
	N/A	N/A	suffixes	abusive; bravery; childhood; dentist; dramatizes; hilarious; obnoxious; optimistic; sarcastic; spunky; sympathize; terrific; terrify	writer's voice; write a review of a book and a movie based on the book
	N/A	N/A	advanced nouns	candidates; caper; choreography; conversion; culprit; front-runners; fund-raising; mannequin; mascot; medley; proposal; transcript	strong lead; write an informational text
	N/A	use knowledge of word structures to determine word meaning/ use context clues to determine word meaning	analyze compound words	assassinated; banned; campaigns; dictator; discriminate; Nazi Party; negotiate; petitions; rebellion; ritual; ruling class; segregate; taboo; treason; tyranny; underground	write an opinion supported by facts
	N/A	N/A	emotion words	confronted; devastating; downhearted; flustered; implored; legitimate; mournful; petrified; spellbound; trembling	idiom; write a memoir
	visualize	use knowledge of word structure to determine word meaning: etymologies	N/A	archaeologist; artisan; colossus; engineer; excavate; frieze; historian; mausoleum; mummy; myth; pedestal; pharaoh; sarcophagus; terrace	write a paragraph with facts and opinions

Small-Group Leveled Text Strategies and Skills—Grade 5

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Genetic Disorders	9	W	60	Science	Informational Nonfiction	evaluate fact and opinion	N/A	
Stay Under the Seal; Different Isn't Ugly; Oh, My Aching Back!*	9	O	34	N/A	Book Reviews	make judgments evaluate author's purpose	Expression: Anticipation and Mood	
E.T.: The Extra-Terrestrial, Star Wars: A New Hope	10	R	40	How To	Movie Reviews	make judgments	read with inflection/ tone: stress	
American History Adds Up	10	S	44	Math Social Studies	Informational Nonfiction	make judgments	N/A	
Perspectives on the American Revolution	10	T	44	How To	Persuasive Essays	evaluate fact and opinion	read with inflection/ tone: stress	
Plant Genetics	10	T	44	Science	Informational Nonfiction	make judgments	N/A	
Dred Scott and the Supreme Court	10	U	50	Social Studies	Informational Nonfiction	make judgments	N/A	
The Best Place to Live: City, Country, Suburb	10	V	60	Social Studies	Persuasive Essays	make judgments	read with inflection/ tone: pitch	
Voting Rights	10	W	60	Social Studies	Informational Nonfiction	make judgments	N/A	
Clean Up City Park!; Ride Bikes, Not Cars!; We Need New Playground Equipment!*	10	N	30	Social Studies	Persuasive Letters	evaluate fact and opinion evaluate author's purpose	Expression: Dramatic Expression	

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be a part of the leveled text collection you are using.

	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	reread	use knowledge of word structures to determine word meaning: base words and suffixes	N/A	amniocentesis; birth defect; chromosomes; fetus; gene; gene mapping; gene therapy; genetic disorder; genetic engineering; genetic testing; geneticist; genome; hemoglobin; heredity; mutation; palate	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	adjectives that describe character or plot	absurd; determined; extraordinary; gentle; goofy; hideous; innocent; peculiar; preposterous; unwanted	strong verbs; writing a book review
	N/A	N/A	superlatives	cruelest; dumbest; most appealing; most awesome; most compelling; most dazzling; most disappointing; most hilarious; most menacing; silliest; wackiest	writer's voice; write a movie review
	N/A	use context clues to determine word meaning	use context clues	assassination; census; Electoral College; frontier; heir; immigrants; patriots; seceded; settlement; stock market; territory	use cause and effect text structure
	N/A	N/A	emotion words	foolishness; grateful; insane; intimidate; intolerable; outrageous; pride; provoked; rebellion; ridiculous; tramples; treason; vandals; vulnerable; wicked	state and defend your position; write a persuasive essay
	N/A	knowledge of word structures to determine word meaning/context clues to determine word meaning	root words and suffixes	agriculture; ancestor; anther; cells; crossing; dominant; DNA; genes; genetics; hybrid; molecules; nucleus; ovary chamber; pollen; recessive; stigma	judgment paragraph supported by facts
	stop, think, and write	use context clues to determine word meaning: direct definitions	N/A	abolitionist; appeal; compromise; crisis; free state; justice; lawsuit; plantation; secede; separation of powers; slave state; territory	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	emotion words	compelling; convictions; desirable; fortunate; gratified; heartened; mortified; sincere; skeptical; superficial; unfathomable	writer's voice
	ask questions determine text importance	use context clues to define unfamiliar vocabulary	word maps prepositions	abolitionist; amendment; civil rights; Constitution; democracy; discrimination; disenfranchised; elective franchise; elector; felon; gerrymandering; legal alien; ratify; register; representative government; segregation; suffrage; suffragist	persuasive essay
	N/A	N/A	emotion words	apathetic; concern; disappointment; disgusted; distressed; disturbed; heartbroken; responsible; sympathize	a strong ending: writing a persuasive letter

Benchmark Literacy Grade 5

Vocabulary and Spelling Words By Unit and Week

Unit	Week	Tier One Words	Tier Two Words	
1	1	N/A	Word Study Kit 3, Unit 1: disrespect, disapprove, incredible, infrequent, mischief, misstep, uncommon, ungrateful	
	2	N/A	Word Study Kit 3, Unit 2: predetermine, precede, forefathers, forethought, posttest, postseason, afterword, afterthought	
	3	N/A	Word Study Kit 3, Unit 3: reconsider, interior, inhale, decrease, research, detract, extinct, exterior	
2	4	Comprehension Poster: then, after, finally	Word Study Kit 3, Unit 4: subsidize, subcontinent, committee, companion, propaganda, provider, encourage, endanger	
	5	N/A	Word Study Kit 3, Unit 5: swampy, pricey, fluently, rapidly, eagerly, hastily, readily, greedily	
	6	N/A	Word Study Kit 3, Unit 6: stranger, dirtier, emptier, trickiest, dressiest, cleaner, sweetest, freshest	
3	7	N/A	Word Study Kit 3, Unit 7: defender, believer, announcer, narrator, librarian, guardian, specialist, bicyclist	
	8	N/A	Word Study Kit 3, Unit 8: argument, attachment, settlement, penniless, speechless, dizziness, politeness, restlessness	
	9	N/A	Word Study Kit 3, Unit 9: anniversary, secretary, machinery, expository, necessary, cemetery, stationary, stationery	
4	10	N/A	Word Study Kit 3, Unit 10: casualty, certainty, festivity, humidity, minority, safety, sensitivity, specialty	
	11	N/A	Word Study Kit 3, Unit 11: accidental, realistic, poetic, industrial, memorial, territorial, arrival, rehearsal	
	12	N/A	Word Study Kit 3, Unit 12: humorous, outrageous, wasteful, peaceful, grateful, fictitious, nutritious, rebellious	
5	13	Comprehension Poster: similar, like, both, differences, in contrast, on the other hand, unlike, however	Word Study Kit 3, Unit 13: analyze, apologize, beautify, diversify, forbidden, mistaken, notify, visualize	
	14	N/A	Word Study Kit 3, Unit 14: collection, protection, perfection, construction, expression, discussion, oppression, impression	
	15	N/A	Word Study Kit 3, Unit 15: clinician, desertion, digestion, electrician, disruption, magician, musician, suggestion	
			The Odyssey (RT): enchanted, hospitality, soothe	

	Tier Three Words	Spelling Words
	Comprehension Poster: stated/unstated main idea, supporting details, ask questions	Word Study Kit 3, Unit 1: disrespect, disapprove, incredible, infrequent, mischief, misstep, uncommon, ungrateful
	N/A	Word Study Kit 3, Unit 2: predetermine, precede, forefathers, forethought, posttest, postseason, afterword, afterthought
	One Giant Leap (RT): force, fuel, gravity, launched, liftoff, lunar, mass, mission, spacecraft, thrust, vacuum	Word Study Kit 3, Unit 3: reconsider, interior, inhale, decrease, research, detract, extinct, exterior
	Comprehension Poster: identify sequence, determine text importance	Word Study Kit 3, Unit 4: subsidize, subcontinent, committee, companion, propaganda, provider, encourage, endanger
	N/A	Word Study Kit 3, Unit 5: swampy, pricey, fluently, rapidly, eagerly, hastily, readily, greedily
	Tornado! (RT): F-0, F-1, F-4, F-5, funnel, gale, hail, tornado	Word Study Kit 3, Unit 6: stranger, dirtier, emptier, trickiest, dressiest, cleaner, sweetest, freshest
	Comprehension Poster: visualize, inferences, evidence, clues	Word Study Kit 3, Unit 7: defender, believer, announcer, narrator, librarian, guardian, specialist, bicyclist
	N/A	Word Study Kit 3, Unit 8: argument, attachment, settlement, penniless, speechless, dizziness, politeness, restlessness
	Ponce de Leon and the Fountain of Youth (RT): fountain, island, majesty, mango, peninsula, treasure, youth	Word Study Kit 3, Unit 9: anniversary, secretary, machinery, expository, necessary, cemetery, stationary, stationery
	Comprehension Poster: summarize, fix-up, big ideas	Word Study Kit 3, Unit 10: casualty, certainty, festivity, humidity, minority, safety, sensitivity, specialty
	N/A	Word Study Kit 3, Unit 11: accidental, realistic, poetic, industrial, memorial, territorial, arrival, rehearsal
	Wild Weather (RT): air mass, aurora borealis, blizzard, front, hurricane, monsoon, tropical storm	Word Study Kit 3, Unit 12: humorous, outrageous, wasteful, peaceful, grateful, fictitious, nutritious, rebellious
	Comprehension Poster: compare, contrast, determine text importance	Word Study Kit 3, Unit 13: analyze, apologize, beautify, diversify, forbidden, mistaken, notify, visualize
	N/A	Word Study Kit 3, Unit 14: collection, protection, perfection, construction, expression, discussion, oppression, impression
	N/A	Word Study Kit 3, Unit 15: clinician, desertion, digestion, electrician, disruption, magician, musician, suggestion

Benchmark Literacy Grade 5

Vocabulary and Spelling Words By Unit and Week

Unit	Week	Tier One Words	Tier Two Words	
6	16	Comprehension Poster: if, therefore, as a result, because, resulting, consequently, caused	Word Study Kit 3, Unit 16: circulation, comprehension, conclusion, decoration, expansion, hibernation, imitation, persuasion	
	17	N/A	Word Study Kit 3, Unit 17: addition, beautification, consideration, identification, memorization, partition, recommendation, reservation	
	18	N/A	Word Study Kit 3, Unit 18: soften, hasten, fasten, moisten, signature, columnist, debit, crumble	
7	19	N/A	Word Study Kit 3, Unit 19: athlete, athletic, revise, revision, telescope, telescopic, cave, cavity	
	20	N/A	Word Study Kit 3, Unit 20: custody, compilation, definition, competition, position, serenity, production, intervention	
	21	N/A	Word Study Kit 3, Unit 21: personal, personality, hostile, hostility, mental, mentality, fertile, fertility	
			Sleepless Beauty (RT): mortified, tiresome, tranquil	
8	22	N/A	Word Study Kit 3, Unit 22: excel, excellent, mandate, mandatory, illustrate, illustrative, metal, metallic	
	23	N/A	Word Study Kit 3, Unit 23: exclamation, detention, assumption, perception, presumption, proclamation, deception, explanation	
	24	N/A	Word Study Kit 3, Unit 24: triangle, trilogy, biceps, binoculars, monorail, monotone, unicycle, university	
			The Lion and Mouse Shoot Hoops (RT): magnificent, strutted, titanic	
9	25	Comprehension Poster: think, believe, best, worst	Word Study Kit 3, Unit 25: hyperventilate, megabyte, microscope, superhighway, hypersensitive, microbe, megawatt, superficial	
	26	N/A	Word Study Kit 3, Unit 26: telephone, telephoto, headphones, microphone, paragraph, photograph, symphony, autograph	
	27	N/A	Word Study Kit 3, Unit 27: thermometer, thermostat, stethoscope, speedometer, mythology, altimeter, biology, gyroscope	
			Hansel and Gretel: The True Story (RT): farfetched, hooligans, preposterous	
10	28	N/A	Word Study Kit 3, Unit 28: transport, transportation, transform, transformation, reform, reformation, inspect, inspection	
	29	N/A	Word Study Kit 3, Unit 29: audition, contradict, supervisor, unpredictable, invisible, audiology, provision, prediction	
	30	N/A	Word Study Kit 3, Unit 30: brunette, petite, vanilla, tortilla, armadillo, hamburger, strudel, schnauzer	
			City Kids, Country Kids (RT): dismantled, isolated, looming	

	Tier Three Words	Spelling Words
	Comprehension Poster: cause, effect, connections	Word Study Kit 3, Unit 16: circulation, comprehension, conclusion, decoration, expansion, hibernation, imitation, persuasion
	N/A	Word Study Kit 3, Unit 17: addition, beautification, consideration, identification, memorization, partition, recommendation, reservation
	Clara Barton: Angel of the Battlefield (RT): battlefield, flood, government, nurse, soldiers, war	Word Study Kit 3, Unit 18: soften, hasten, fasten, moisten, signature, columnist, debit, crumble2
	Comprehension Poster: conclusions, inferences, evidence, clues	Word Study Kit 3, Unit 19: athlete, athletic, revise, revision, telescope, telescopic, cave, cavity
	N/A	Word Study Kit 3, Unit 20: custody, compilation, definition, competition, position, serenity, production, intervention
	N/A	Word Study Kit 3, Unit 21: personal, personality, hostile, hostility, mental, mentality, fertile, fertility
	Comprehension Poster: author's purpose, summarize, inform, entertain, persuade	Word Study Kit 3, Unit 22: excel, excellent, mandate, mandatory, illustrate, illustrative, metal, metallic
	N/A	Word Study Kit 3, Unit 23: exclamation, detention, assumption, perception, presumption, proclamation, deception, explanation
	N/A	Word Study Kit 3, Unit 24: triangle, trilogy, biceps, binoculars, monorail, monotone, unicycle, university
	Comprehension Poster: evaluate fact, evaluate opinion, connections	Word Study Kit 3, Unit 25: hyperventilate, megabyte, microscope, superhighway, hypersensitive, microbe, megawatt, superficial
	N/A	Word Study Kit 3, Unit 26: telephone, telephoto, headphones, microphone, paragraph, photograph, symphony, autograph
	N/A	Word Study Kit 3, Unit 27: thermometer, thermostat, stethoscope, speedometer, mythology, altimeter, biology, gyroscope
	Comprehension Poster: judgments, ask questions, evidence	Word Study Kit 3, Unit 28: transport, transportation, transform, transformation, reform, reformation, inspect, inspection
	N/A	Word Study Kit 3, Unit 29: audition, contradict, supervisor, unpredictable, invisible, audiology, provision, prediction
	N/A	Word Study Kit 3, Unit 30: brunette, petite, vanilla, tortilla, armadillo, hamburger, strudel, schnauzer

Word Study and Vocabulary—Grade 5

Prefixes	
Unit 1	Prefixes (in-, un-, dis-, mis-)
Unit 2	Prefixes (pre-, fore-, post-, after-)
Unit 3	Prefixes (re-, ex-, in-, de-)
Unit 4	Prefixes (sub-, com-, pro-, en-)
Suffixes	
Unit 5	Suffixes (-y, -ly, -ily)
Unit 6	Comparative suffixes (-er, -est, -ier, -iest)
Unit 7	Noun suffixes (-er, -or, -ian, -ist)
Unit 8	Suffixes (-ment, -less, -ness)
Unit 9	Suffixes (-ary, -ery, -ory)
Unit 10	Suffixes (-ty, -ity)
Unit 11	Suffixes (-al, -ial, -ic)
Unit 12	Adjective suffixes (-ful, -ous, -ious)
Unit 13	Verb suffixes (-en, -ize, -ify)
Unit 14	Suffix -ion, no spelling change
Unit 15	Suffix -ion and -ian, no spelling change
Unit 16	Suffix -ion, e-drop, and spelling change
Unit 17	Suffixes -ation, -cation, -ition
Vowel and Consonant Alternations	
Unit 18	Consonant alternation
Unit 19	Vowel alternation: long to short
Unit 20	Vowel alternation: long to short or schwa
Unit 21	Suffix -ity, vowel alternation, schwa to short
Unit 22	Vowel alternations: long, short, and schwa
Unit 23	Suffix -ion, vowel alternation, spelling change
Greek and Latin Elements	
Unit 24	Number prefixes (mono-, uni-, bi-, tri-)
Unit 25	Size prefixes (micro-, mega-, super-, hyper-)
Unit 26	Greek roots (tele, phon, photo, graph)
Unit 27	Greek roots (geo, therm, scope, meter, logy)
Unit 28	Latin roots (spect, port, form)
Unit 29	Latin roots (dic, aud, vis)
Word Study Investigations	
Unit 30	Words from other languages
Unit 31	Acronyms and initializations
Unit 32	Abbreviations

Grade 5 Recommended Trade Book Read-Aloud Titles*

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
1	Ask questions	Pink and Say	Patricia Polacco	Historical Fiction
1	Ask questions	How Come? Every Kid's Science Questions Explained	Kathy Wollard	Informational Nonfiction
1	Ask questions	The Potato Man	Megan McDonald	Realistic Fiction
1	Ask questions	The Discovery of the Americas	Betsy Maestro	Informational Nonfiction
1	Ask questions	Dear Willie Rudd	Libba Moore Gray	Historical Fiction
1	Ask questions	The Mary Celeste: An Unsolved Mystery From History	Jane Yolen	Historical Fiction/Mystery
2	Determine text importance	Hatchet	Gary Paulsen	Realistic Fiction
2	Determine text importance	Plains Women	Paula Bartley and Cathy Loxton	Informational Nonfiction
2	Determine text importance	It Happened in Colorado	James Crutchfield	Informational Nonfiction
2	Determine text importance	Cassie's Journey: Going West in the 1860s	Brett Harvey	Historical Fiction
3	Visualize	Night of the Gargoyles	Eve Bunting	Fantasy
3	Visualize	Tooth and Claw: Animal Adventures in the Wild	Ted Lewin	Informational Nonfiction
3	Visualize	The Earth Under Sky Bear's Feet	Joseph Bruchac	Fables
3	Visualize	The Quest to Digest	Mary Corcoran	Informational Nonfiction
3	Visualize	Brown Honey in Broomwheat Tea	Joyce Carol Thomas	Realistic Fiction
3	Visualize	Switched On, Flushed Down, Tossed Out	Trudee Romanek	Informational Nonfiction
4	Fix-up monitoring	So Far from the Sea	Eve Bunting	Historical Fiction
4	Fix-up monitoring	A Civil War Journal	Albert A. Nofi	Informational Nonfiction
4	Fix-up monitoring	Brothers in Hope: The Story of the Lost Boys of Sudan	Mary Williams	Historical Fiction
4	Fix-up monitoring	Buffalo Hunt	Russell Freedman	Informational Nonfiction
4	Fix-up monitoring	John Henry	Julius Lester	Fables
4	Fix-up monitoring	Frederick Douglass: The Last Day of Slavery	William Miller	Historical Fiction
5	Determine text importance	Where the Red Fern Grows	Wilson Rawls	Realistic Fiction
5	Determine text importance	Molly Bannaky	Alice McGill	Biography
5	Determine text importance	Abraham Lincoln: Great Speeches	John Grafton	Informational Nonfiction
5	Determine text importance	The Life and Death of Crazy Horse	Russell Freedman	Biography
6	Make connections	Nettie's Trip South	Ann Turner	Historical Fiction
6	Make connections	Can't You Make Them Behave, King George?	Jean Fritz	Historical Fiction
6	Make connections	The Bracelet	Yoshiko Uchida	Historical Fiction
6	Make connections	Freedom Rides: Journey for Justice	James Haskins	Informational Nonfiction
6	Make connections	Hey World, Here I Am!	Jean Little	Realistic Fiction/Diary
6	Make connections	A More Perfect Union: The Story of Our Constitution	Betsy and Giulio Maestro	Informational Nonfiction

Grade 5 Recommended Trade Book Read-Aloud Titles*

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
7	Summarize & synthesize	The Gardener	Sarah Stewart and David Small	Realistic Fiction
7	Summarize & synthesize	Black Frontiers: A History of African American Heroes in the Old West	Lillian Schlissel	Informational Nonfiction
7	Summarize & synthesize	Nim and the War Effort	Milly Lee	Historical Fiction
7	Summarize & synthesize	Sixteen Years in Sixteen Seconds: The Sammy Lee Story	Paula Yoo	Biography
7	Summarize & synthesize	Shooting the Moon	Frances O’Roark Dowell	Historical Fiction
7	Summarize & synthesize	The New Americans: Colonial Times 1620–1689	Betsy Maestro	Informational Nonfiction
8	Make inferences	Wishes, Kisses, and Pigs	Betsy Hearne	Fantasy
8	Make inferences	The Boston Tea Party	Steven Kroll	Informational Nonfiction
8	Make inferences	The Composition	Antonio Skarmeta and Alfonso Ruano	Historical Fiction
8	Make inferences	The Lost Treasure of the Inca	Peter Lourie	Informational Nonfiction
8	Make inferences	Joyful Noise: Poems for Two Voices	Paul Fleischman	Realistic Fiction
8	Make inferences	Sacagawea	Liselotte Erdrich	Informational Nonfiction
9	Make connections	Julie of the Wolves	Jean Craighead George	Realistic Fiction
9	Make connections	1621: A New Look at Thanksgiving	Catherine O’Neill Grace	Informational Nonfiction
9	Make connections	Cells and Systems	Holly Wallace	Informational Nonfiction
9	Make connections	The Great Ships	Patrick O’Brien	Informational Nonfiction
10	Make inferences	The Harmonica	Tony Johnston	Historical Fiction
10	Make inferences	USKids History: Book of the American Colonies	Howard Egger-Bovet	Informational Nonfiction
10	Make inferences	American Tall Tales	Mary Pope Osborne	Fables
10	Make inferences	Aida	Leontyne Price	Informational Nonfiction
10	Make inferences	On My Honor	Marien Dane Bauer	Realistic Fiction
10	Make inferences	Mercedes and the Chocolate Pilot	Margo Theis Raven	Historical Fiction

*All titles are based on the recommended read-aloud lists of Linda Hoyt, Fountas & Pinnell, Stephanie Harvey, Making Meaning, and Booksource.

Overview

Grade 6

Skills & Strategies

Whole-Group Mini-Lesson Strategies and Skills—Grade 6

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
<ul style="list-style-type: none"> • Ask Questions • Identify Stated & Unstated Main Idea & Supporting Details 	1.1	1	Ask questions	• Comprehension Anchor Posters: Ask questions/Identify stated and unstated main idea & supporting details	• Leveled Texts for Comprehension Instruction	• Suffixes (-ent/-ence, -ant/-ance)
	1.2	2	Ask questions	• Genre Anchor Posters: Biography	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Suffixes (-ent/-ence, -ant/-ance) • Suffixes (-ent/-ence/-ency, -ant/-ance/-ancy)
	1.3	3	Ask questions	• Reader's Theater: <i>Give Me Liberty or Give Me Death</i> • Fluency Poster: Speed/Pacing—Varied	• Reader's Theater Scripts	• Suffixes (-ent/-ence/-ency, -ant/-ance/-ancy) • Suffixes (-able/-ible)
<ul style="list-style-type: none"> • Determine Text Importance • Identify Sequence of Events 	2.1	4	Determine text importance	• Comprehension Anchor Posters: Determine text importance/Identify sequence of events	• Leveled Texts for Comprehension Instruction	• Suffixes (-able/-ible) • Suffixes (-able and -ible, e-drop and y to i)
	2.2	5	Determine text importance	• Genre Anchor Posters: Realistic Fiction	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Suffixes (-able and -ible, e-drop and y to i) • Prefix assimilation (in-)
	2.3	6	Determine text importance/Ask questions	• Reader's Theater: <i>Romeo and Juliet in Beverly Hills</i> • Fluency Poster: Pausing—Short Pause	• Reader's Theater Scripts	• Prefix assimilation (in-) • Prefix assimilation (com-)
<ul style="list-style-type: none"> • Visualize • Make Inferences 	3.1	7	Visualize	• Comprehension Anchor Posters: Visualize/Make inferences	• Leveled Texts for Comprehension Instruction	• Prefix assimilation (com-) • Prefix assimilation (sub-)
	3.2	8	Visualize	• Genre Anchor Posters: Historical Fiction	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Prefix assimilation (sub-) • Prefix assimilation (ex-, ob-)
	3.3	9	Visualize/Determine text importance	• Reader's Theater: <i>The New Colossus</i> • Fluency Poster: Pausing—Full Stop	• Reader's Theater Scripts	• Prefix assimilation (ex-, ob-) • Prefix assimilation (ad-)
<ul style="list-style-type: none"> • Fix-Up Monitoring • Summarize Information 	4.1	10	Fix-up monitoring	• Comprehension Anchor Posters: Fix-up monitoring/Summarize information	• Leveled Texts for Comprehension Instruction	• Prefix assimilation (ad-) • Number prefixes (quadr-/quar-, quint-/pent-, oct-, dec-, cent-)
	4.2	11	Fix-up monitoring	• Genre Anchor Posters: Mystery	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Number prefixes (quadr-/quar-, quint-/pent-, oct-, dec-, cent-) • Amounts (magni, min, poly, equ, omni)
	4.3	12	Fix-up monitoring/Visualize	• Reader's Theater: <i>The Red-Headed League</i> • Fluency Poster: Inflection/Intonation—Pitch	• Reader's Theater Scripts	• Amounts (magni, min, poly, equ, omni) • Senses (dict, spect/spic, spir, tact/tag/tang)
<ul style="list-style-type: none"> • Determine Text Importance • Compare & Contrast 	5.1	13	Determine text importance	• Comprehension Anchor Posters: Determine text importance/Compare & contrast	• Leveled Texts for Comprehension Instruction	• Senses (dict, spect/spic, spir, tact/tag/tang) • Actions (fract/frag, rupt, flect/flex, vers/vert)
	5.2	14	Determine text importance	• Genre Anchor Posters: Myths	• Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study	• Actions (fract/frag, rupt, flect/flex, vers/vert) • Air, land, water, & light (aero, aster, hydr, naut/nav, photo, terr)
	5.3	15	Determine text importance/Fix-up monitoring	• Reader's Theater: <i>Hercules in the 21st Century</i> • Fluency Poster: Inflection/Intonation—Volume	• Reader's Theater Scripts	• Air, land, water, & light (aero, aster, hydr, naut/nav, photo, terr) • People (dem, greg, pol/polis, pop/pub, civ)

Unit Strategies Focus	Unit Week	Week	Suggested Interactive Trade Book Read-Aloud Focus (See recommended titles.)	Mini-Lessons for Comprehension, Fluency, and Vocabulary	Small-Group Reading (See list: Leveled Text Titles)	Word Study Workshop (Review and new skills)
<ul style="list-style-type: none"> • Make Connections • Identify Cause & Effect 	6.1	16	Make connections	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Make connections/Identify cause & effect 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> • People (dem, greg, pol/polis, pop/pub, civ) • Ruling and governing (archy, cracy, dom, reg)
	6.2	17	Make connections	<ul style="list-style-type: none"> • Genre Anchor Posters: Plays 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Ruling and governing (archy, cracy, dom, reg) • Order (equa/equi, medi, prim, proto, secu/sequ)
	6.3	18	Make connections/ Determine text importance	<ul style="list-style-type: none"> • Reader's Theater: <i>The Tell-Tale Heart</i> • Fluency Poster: Inflection/Intonation—Stress 	<ul style="list-style-type: none"> • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Order (equa/equi, medi, prim, proto, secu/sequ) • Body (man, ped, pod, ped)
<ul style="list-style-type: none"> • Make Inferences • Draw Conclusions 	7.1	19	Make inferences	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Make inferences/Draw conclusions 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> • Body (man, ped, pod, ped) • Care & illness (cur, path, phobia, itis, vol)
	7.2	20	Make inferences	<ul style="list-style-type: none"> • Genre Anchor Posters: Informational Text 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Care & illness (cur, path, phobia, itis, vol) • Time & family (chron, mat/matr, pat/patr, onym, doc)
	7.3	21	Make inferences/Make connections	<ul style="list-style-type: none"> • Reader's Theater: <i>The Gettysburg Address</i> • Fluency Poster: Phrasing—High-Frequency Word Phrases 	<ul style="list-style-type: none"> • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Time & family (chron, mat/matr, pat/patr, onym, doc) • Opposites (ante, post, bene, mal, hyper, hypo)
<ul style="list-style-type: none"> • Summarize & Synthesize • Evaluate Author's Purpose 	8.1	22	Summarize & synthesize	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Summarize & synthesize/Evaluate author's purpose 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> • Opposites (ante, post, bene, mal, hyper, hypo) • Predictable spelling changes in word roots (ceiv/cep, tain/ten, nounce/nunc)
	8.2	23	Summarize & synthesize	<ul style="list-style-type: none"> • Genre Anchor Posters: Science Fiction 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Predictable spelling changes in word roots (ceiv/cep, tain/ten, nounce/nunc) • Latin roots: (scrib/script, cred, fac)
	8.3	24	Summarize & synthesize / Make inferences	<ul style="list-style-type: none"> • Reader's Theater: <i>The War of the Worlds, A.D. 2056</i> • Fluency Poster: Expression—Anticipation and Mood 	<ul style="list-style-type: none"> • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Latin roots: (scrib/script, cred, fac) • Latin roots: (duc/duct, flu, ver/vert)
<ul style="list-style-type: none"> • Make Connections • Distinguish & Evaluate Fact & Opinion 	9.1	25	Make connections	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Make connections/Distinguish & evaluate fact & opinion 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> • Latin roots: (duc/duct, flu, ver/vert) • Latin roots: (gen, mort, bio)
	9.2	26	Make connections	<ul style="list-style-type: none"> • Genre Anchor Posters: Reviews 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Latin roots: (gen, mort, bio) • Latin roots: (ven/vent, junct, spir, sec/sect)
	9.3	27	Make connections/ Summarize & synthesize	<ul style="list-style-type: none"> • Reader's Theater: <i>A Christmas Carol: The Characters Live!</i> • Fluency Poster: Expression—Characterization and Feelings 	<ul style="list-style-type: none"> • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Latin roots: ven/vent, junct, spir, sec/sect • Words and phrases from other languages: Spanish
<ul style="list-style-type: none"> • Ask Questions • Make Judgments 	10.1	28	Ask questions	<ul style="list-style-type: none"> • Comprehension Anchor Posters: Ask questions/Make judgments 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction 	<ul style="list-style-type: none"> • Words and phrases from other languages: Spanish • Words and phrases from other languages: French
	10.2	29	Ask questions	<ul style="list-style-type: none"> • Genre Anchor Posters: Persuasive Essays 	<ul style="list-style-type: none"> • Leveled Texts for Comprehension Instruction • Leveled Texts for Genre Study 	<ul style="list-style-type: none"> • Words and phrases from other languages: French • Words and phrases from other languages: German
	10.3	30	Ask questions/Make connections	<ul style="list-style-type: none"> • Reader's Theater: <i>Ain't I a Woman?</i> • Fluency Poster: Expression—Dramatic Expression 	<ul style="list-style-type: none"> • Reader's Theater Scripts 	<ul style="list-style-type: none"> • Words and phrases from other languages: German • Eponyms: places, things, actions

Small-Group Leveled Text Strategies and Skills—Grade 6

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Chemistry in Medicine	1	T	44	Science	Informational Nonfiction	identify main idea and supporting details	N/A	
Explorers of the Americas	1	U	50	Social Studies	Informational Nonfiction	identify main idea and supporting details	N/A	
Science Measuring Tools	1	V	60	Math Science	Informational Nonfiction	identify main idea and supporting details	N/A	
Julius Caesar, Cleopatra	1	W	60	Biography Social Studies	Biography	evaluate fact and opinion	read with inflection/tone: stress	
Life of a Comet	1	W	60	Science	Informational Nonfiction	identify main idea and supporting details	N/A	
Daily Life in Medieval Times	1	X	60	Social Studies	Informational Nonfiction	identify main idea and supporting details	N/A	
The Structure of Earth	1	X	60	Science	Informational Nonfiction	identify main idea and supporting details	N/A	
Pocahontas, Squanto*	1	Q	40	Social Studies	Biography	compare and contrast evaluate author's purpose and point of view	read with anticipation and mood	
From Pyramids to Skyscrapers	2	T	44	Social Studies	Informational Nonfiction	identify sequence of events	N/A	
Frederick Douglass, Sojourner Truth	2	U	50	Biography	Biography	identify sequence of events	read with inflection/tone: stress	
Government in Ancient Times	2	V	60	Social Studies	Informational Nonfiction	identify sequence of events	N/A	
The Key in the Cave, Brooke Leaves the Group	2	V	60	Fiction	Realistic Fiction	evaluate author's purpose	read with characterization and feeling	
The Strong and the Weak: Hammurabi's Code; Tomb Robbers! A Story of Ancient Egypt	2	W	60	Fiction Social Studies	Historical Fiction	identify sequence of events	read with characterization and feeling	

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be part of the leveled text collection you are using.

	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	reread	use knowledge of word structure: etymologies	N/A	antibody; antibiotic; atom; bacteria; cell; compound; element; fungus; gene; matter; molecule; nutrient; vaccine; virus	write a personal response; write to a text prompt; write to a picture prompt
	reread	use synonyms to determine word meaning	N/A	colony; conquistador; continent; expedition; mutiny; navigator; nomad; port; route	write a personal response; write to a text prompt; write to a picture prompt
	make connections	use knowledge of word structure to determine word meaning: etymologies	N/A	balance; barometer; beaker; clock; graduated cylinder; meterstick; metric system; rain gauge; ruler; spring scale; standard; stopwatch; thermometer; U.S. customary system	write a main idea/supporting details paragraph
	N/A	N/A	word origins	administrator; agriculture; gladiator; mortally; philosophy; plebeians; provinces; rhetoric; spectacle; triumvirate	strong lead
	visualize	use context clues to determine word meaning: synonyms	N/A	asteroid; astronomer; atmosphere; coma; comet; elliptical; nucleus; orbit; period; probe; solar system; sungrazer; universe	write a personal response; write to a text prompt; write to a picture prompt
	ask questions determine text importance	use context clues to define unfamiliar vocabulary	word origins prepositions	artisan; bureaucracy; Bushido; chivalry; citizenship; clan; daimyo; dynasty; empire; feudalism; fief; filial piety; guild; knight; manor; pagan; samurai; serf; shogun; vassal	biography
	ask questions determine text importance	use context clues (synonyms, direct definitions and descriptions) to define unfamiliar vocabulary	multiple-meaning words word origins (Greek roots, etc.) comparatives with -er	asthenosphere; composition; continental plates; core; crust; density; gravity; lithosphere; mantle; mesosphere; meteorite; Moho; primary wave; secondary wave; seismograph	hypothesis
	N/A	N/A	multiple meanings	board; coast; harvest; meal; ransom; reckoned; sound; spread; trip	direct quotes; write a biography
	N/A	use context clues to determine word meaning	N/A	architecture; beams; clapboards; climate; engineers; equinox; gravity; hieroglyphics; house raising; immigrants; meetinghouse; plazas; prairie; ruins; settlers; shelter; skyscrapers; suburb; timber	identify steps in a process
	N/A	N/A	descriptive language: adjectives	belated; deafening; muffled; muted; overdue; punctual; rowdy; time-everlasting	strong ending; write a biography
	visualize determine text importance	use context clues to define unfamiliar vocabulary use glossary to confirm definitions	Greek and Latin roots pronouns	Assembly; basileus; boule; city-state; consul; democracy; ephors; emperor; epic; gerousia; governor; monarchy; oligarchy; patrician; plebeian; senator; tetrarch; thetes; tribune; tyrant; wanax	biography
	N/A	N/A	heterographs	currant; current; desert; dessert; faint; feint; intense; intents; mustard; mustered	slang
	N/A	N/A	descriptive language	clinking; colossal; finally; jangling; later; massive; miniature; rarely; shrunken; sometimes; soon; tinkling; usually	oxymoron

Small-Group Leveled Text Strategies and Skills—Grade 6

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
A Western Activity Book	2	X	60	How To Social Studies	Procedural Nonfiction	identify sequence of events	N/A	
The Formation of the U.S. Economy: 1700–1861	2	X	60	Social Studies	Informational Nonfiction	identify sequence of events	N/A	
Click-Clack, Who's There?; Brooke and the Perfect Project*	2	Q	40	N/A	Realistic Fiction	analyze story elements analyze text structure and organization	read with varied speed: pacing	
Battles of the American Revolution: Saratoga	3	T	44	Math Social Studies	Informational Nonfiction	make inferences	N/A	
Forensics: Chemistry and Crime	3	U	50	Science	Informational Nonfiction	make inferences	N/A	
Campus Attack, Sabotage!	3	V	60	Fiction	Mystery	make inferences	read with appropriate pauses	
Interactions of Living Things	3	W	60	Science	Informational Nonfiction	make inferences	N/A	
Carbon Chemistry	3	X	60	Science	Informational Nonfiction	make inferences	N/A	
Foundations of Matter	3	X	60	Science	Informational Nonfiction	make inferences	N/A	
Mere Moments: A Story of Pearl Harbor; The Day the Towers Fell	3	X	60	Social Studies	Historical Fiction	evaluate author's purpose	read with dramatic expression	
Ben Franklin, Apprentice Printer; The Education of Abigail Adams*	3	R	40	Social Studies	Historical Fiction	make inferences analyze story elements	read with inflection/tone: volume	
Technology and the Civil War	4	T	44	Social Studies	Informational Nonfiction	summarize information	N/A	

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	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	think about it write about it	identify multiple-meaning words	N/A	blacksmith; chorus; column; draft; headline; ingredient; layout; pioneer; proofread; prospector; reservation; revise; settle; transcontinental; verse	write directions
	visualize determine text importance	use context clues to define unfamiliar vocabulary	compound words descriptive verbs	capital; capitalism; credit; duty; embargo; entrepreneur; immigrant; impressment; Industrial Revolution; industrialization; interest; labor intensive; mass production; mercantilism; plantation; tariff; textiles; Triangular Trade	persuasive text
	N/A	N/A	multiple meanings	ball; ball; light; light; long; long; play; play; room; room; rose; rose; set; set	idiom; write realistic fiction
	ask questions	use context clues to determine word meaning: descriptions	N/A	artillery; Brunswicker; campaign; grenadier; Loyalist; militia; plateau; propaganda; provisions; siege; strategist; terrain	write a personal response; write to a text prompt; write to a picture prompt
	stop, think, and write	use context clues to determine word meaning: descriptions	N/A	ballistics; casting; DNA; fiber; fingerprint; forensic anthropologist; forensic science; gene; tool mark; trace evidence	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	homonyms	assembly; bark; crane; fluke; mole; purse; resort; spruce	verbal irony
	visualize reread, highlight	use context clues (direct definitions and examples) to define unfamiliar vocabulary	Greek, Latin, French roots Adjectives describing quantities	adaptation; carrying capacity; commensalism; community; competition; extinction; host; introduced species; limiting factor; mutualism; parasite; population; predation; symbiosis	press release
	ask questions determine text importance	use context clues to determine word meanings: Direct definitions, descriptions, examples	word map word origins (Greek and Latin Roots) pedestal words adjectives with -ic	carbohydrate; enzyme; hydrocarbon; isomer; lipid; molecular formula; monomer; nucleic acid; polymer; polymerization; protein; structural formula	descriptive report
	make connections reread, highlight	use context clues to determine word meanings: Descriptions, examples, direct definitions	Greek roots (atom, electron), open compound words multiple-meaning words preposition (in) used for time and location	atom; atomic mass; atomic number; electron; electron cloud; element; group; isotopes; mass number; matter; metal; metalloid; neutron; nonmetal; nucleus; period; periodic law; proton; valence electron	biography
	N/A	N/A	easily confused words	beside; besides; concurrent; consecutive; flammable; flaunt; inflammable; laid; lain; lay; nonplussed; passed; past	mood
	N/A	N/A	synonyms	assortment; avid; baffled; bookish/concentrate; expensive; fascinating; frank; glorious; hilarious; represent	simile; write a historical fiction story
	make connections	use knowledge of word structures to determine word meaning: base words and suffixes	N/A	anesthesia; censor; hull; ironclad; junction; mine; prosthesis; rifle	write a personal response; write to a text prompt; write to a picture prompt

Small-Group Leveled Text Strategies and Skills—Grade 6

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Math in a Democracy	4	U	50	Math Social Studies	Informational Nonfiction	summarize information	N/A	
The Tools of Scientists	4	V	60	Science	Informational Nonfiction	summarize information	N/A	
India and China	4	W	60	Math Social Studies	Informational Nonfiction	summarize information	N/A	
Geography of South America	4	X	60	Math Social Studies	Informational Nonfiction	summarize information	N/A	
Minerals and Rocks	4	X	60	Science	Informational Nonfiction	summarize information	N/A	
Whose Song Is it, Anyway?; The Mixed-Up Guitar Case*	4	S	44	N/A	Mystery	draw conclusions make predictions	read with inflection/tone: pitch	
Runt Takes the Cake, Murder Island	4	X	60	N/A	Mystery	make inferences	read with anticipation and mood	
Animals of the Sea	5	T	44	Math Science	Informational Nonfiction	compare and contrast	N/A	
Trackers of Dynamic Earth	5	U	50	Biography Science	Biography	compare and contrast	N/A	
Energy Resources	5	V	60	Science	Informational Nonfiction	compare and contrast	N/A	

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	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	ask questions	identify synonyms, antonyms, and homonyms	N/A	amendment; ballot; bill; budget; candidate; checks and balances; citizen; constitution; deficit; delegate; democracy; federal; judicial review; polling place; primary; ratify; register; separation of powers; suffrage; surplus; veto	write a summary
	retelling, rephrasing determine text importance	use context clues (synonyms, examples, direct definitions, and descriptions) to define unfamiliar vocabulary	prefixes word origins word maps verb-preposition combinations	bar graph; binoculars; Celsius; cubic centimeter; density; diagram; hand lens; kelvin; kilogram; line graph; liter; mass; meniscus; meter; metric system; microscope; model; newton; pie chart; reflecting telescope; refracting telescope; sonar; table; telescope; volume	observation log
	make connections	use antonyms to determine word meaning	N/A	ancient; archaeologist; artisan; conquer; civilization; culture; decline; dynasty; empire; Hindu; migrate; monsoon; pictograph; standardize	write a personal response; write to a text prompt; write to a picture prompt
	stop, think, and write	use antonyms to determine word meaning	N/A	basin; continent; delta; economy; elevation; equator; geography; highland; mineral; natural barrier; plain; population; rural; settlement; trade; tributary; urban	write a personal response; write to a text prompt; write to a picture prompt
	retelling, rephrasing determine text importance	use context clues to determine word meanings: descriptions and examples	classify words Greek roots (morph, meta) adjectives with -y	carat; crystal; deposition; erosion; extrusive rock; fossil; index fossil; inorganic; intrusive rock; lava; law of horizontality; law of superposition; magma; metamorphism; mineral; ore; parent rock; rock cycle; sediment; silicate; volcano; weathering	biography
	N/A	N/A	heterographs	callous; callus; canvas; canvass; cue; queue; serge; surge	oxymoron; write a mystery
	N/A	N/A	portmanteau	barfeteria; ginormous; grumbled; humongous; scare-fying; slugfest; thugly; walkathon; wissies	hyperbole
	N/A	knowledge of word structures/context clues to determine word meaning	suffixes	bioluminescence; cold blooded; fish; invertebrates; jet propulsion; mammals; midnight zone; plankton; predators; reptiles; sunlight zone; tentacles; twilight zone; warm blooded	main idea and supporting details paragraph
	write about it	knowledge of word structures to determine word meaning: etymologies	N/A	aftershock; core; crust; epicenter; fossil; geology; lava; magma; mantle; paleoceanographer; Pangaea; polyp; seismograph; seismologist; tectonic plates; viscous; volcanologist	write a character analysis
	visualize determine text importance use fix-up strategies: reread	use context clues (direct definitions and descriptions) to define unfamiliar vocabulary	Greek (energos, kinetikos), and Latin roots prefix re-, dis-, un- present participles	biomass energy; energy; energy resource; fission; fossil fuel; geothermal energy; hydroelectric power; kinetic energy; nonrenewable resource; nuclear power; nucleus; potential energy; radioactive; renewable resource	persuasive letters

Small-Group Leveled Text Strategies and Skills—Grade 6

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Land Biomes	5	W	60	Science	Informational Nonfiction	compare and contrast	N/A	
Ra Creates the World, Isis and Osiris, The Death and Rebirth of Osiris	5	W	60	N/A	Myths and Legends (cross-cultural)	make inferences	read with prosody/phrasing	
Citizenship in Ancient Times	5	X	60	Social Studies	Informational Nonfiction	compare and contrast	N/A	
Government Systems	5	X	60	Social Studies	Informational Nonfiction	compare and contrast	N/A	
Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens*	5	S	44	N/A	Myths	compare and contrast analyze story elements	read with inflection/tone: volume	
Body Systems: Skeletal and Muscular	6	T	44	Science	Informational Nonfiction	identify cause and effect	N/A	
Working with Electricity and Magnetism	6	U	50	How To Science	Procedural Nonfiction	identify cause and effect	N/A	
Interactions of Matter	6	V	60	Science	Informational Nonfiction	identify cause and effect	N/A	
The Rumor Report, The Big Jump	6	V	60	Drama	Drama	identify cause and effect	read with inflection/tone: stress	
Severe Weather	6	W	60	Science	Informational Nonfiction	identify cause and effect	N/A	

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	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	visualize determine text importance	use context clues to determine word meanings: direct definitions, descriptions	suffix -tude analogies classify words imperatives	adaptation; altitude; biome; climate; climograph; conservation; desert; estivation; global warming; grassland; polar; precipitation; taiga; temperate; temperate deciduous forest; temperate rain forest; tropical; tropical rain forest; tundra	lab report
	N/A	N/A	descriptive language	appreciatively; confidently; cunningly; devoid; emphatically; fiercely; giddily; intricate; lavish; omniscient; piercing; triumphantly	interpret figurative language: personification
	visualize determine text importance	use context clues to define unfamiliar vocabulary	Greek and Latin roots adjectives	agora; aristocrat; assembly; citizenship; city-state; equestrian; gladiator; helot; metic; patrician; Pax Romana; plebeian; polis; province; republic; Senate; tribune	letter to the editor
	visualize determine text importance	use context clues to define unfamiliar vocabulary	Greek and Latin roots conjunctions	absolute power; capitalism; citizen; communism; democracy; dictatorship; executive branch; government; judicial branch; legislative branch; monarchy; propaganda; revolution; socialism	speech
	N/A	N/A	heterographs	flair; flare; gait; fate; meddle; mettle; pleas; please; reign; rein; vial; vile	interpret figurative language: metaphor; write a myth
	ask questions	use context clues to determine word meaning: direct definitions	N/A	bones; cartilage; cranium; disk; joints; ligament; marrow; muscle; skeleton; skull; spine; tendon; vertebrae	write a personal response; write to a text prompt; write to a picture prompt
	determine text importance	use context clues to determine word meaning: definitions	N/A	atom; battery; circuit; conductor; current electricity; electricity; electromagnet; electron; insulator; magnetic field; magnetism; pole; static electricity	write a cause/effect paragraph
	make connections summarize	use context clues (direct definitions examples, and descriptions) to determine word meanings	prefixes (co-, re-, endo-, exo-) adverbs (-ly)	catalyst; chemical bond; chemical equation; chemical formula; chemical reaction; coefficient; combustion reaction; covalent bond; decomposition reaction; double-replacement reaction; endothermic reaction; exothermic reaction; inhibitor; ion; ionic bond; law of conservation of energy; law of conservation of mass; metallic bond; molecule; product; reactant; single-replacement reaction; synthesis reaction; valence electron	lab report
	N/A	N/A	prefixes	beneficial; billion; illegal; irresistible; magnificent; panorama; synchronize; translates	interpret figurative language: idiom
	make connections summarize	use context clues: direct definitions and examples use a glossary/dictionary to confirm definitions	word origins word maps descriptive adjectives	anticyclone; blizzard; cyclone; El Niño; evacuation; eye; flash flood; front; Fujita Scale; hurricane; jet stream; La Niña; Saffir-Simpson Hurricane Scale; storm surge; tornado; troposphere; waterspout	weather account

Small-Group Leveled Text Strategies and Skills—Grade 6

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Egypt, Nubia, and Kush	6	X	60	Social Studies	Informational Nonfiction	identify cause and effect	N/A	
Volcanoes: Nature’s Awesome Power	6	X	60	Science	Informational Nonfiction	identify cause and effect	N/A	
New Kid in School; Many Happy Returns*	6	Q	40	N/A	Plays	analyze story elements make judgments	read with characterization and feelings	
Gold	7	T	44	Science	Informational Nonfiction	draw conclusions	N/A	
Escape to Freedom: The Underground Railroad	7	U	50	Social Studies	Informational Nonfiction	draw conclusions	N/A	
Living Things and Their Environments	7	V	60	Science	Informational Nonfiction	draw conclusions	N/A	
Dream Pilot, Erased	7	W	60	N/A	Science Fiction	draw conclusions	read with inflection/tone: volume	
Advances in Genetics	7	X	60	Science	Informational Nonfiction	draw conclusions	N/A	
Along the 21st-Century Silk Road	7	X	60	Social Studies	Informational Nonfiction	evaluate fact and opinion	read with varied speed/pacing	
Mars and Venus: Space Exploration	7	X	60	Math Science	Informational Nonfiction	draw conclusions	N/A	
Lasers*	7	R	40	N/A	Informational Text	identify main idea and supporting details evaluate author’s purpose	read with inflection/tone: volume	
Sarah Emma Edmonds: Union Soldier and Spy; Clara Barton: Battlefield Nurse	8	T	44	Drama	Drama	summarize information	read with dramatic expression	
Dino-Pals Are Dyno-Mite!; Earth Is All the Home We Have	8	U	50	Science	Science Fiction	evaluate author’s purpose	read with inflection/tone: pitch	

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	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	think about it write about it	use context clues to determine word meaning: descriptions	N/A	advanced; ancient; archaeologist; artifact; cataract; civilization; culture; empire; hieroglyphics; pharaoh; pyramid; scribe; tomb	write a personal response; write to a text prompt; write to a picture prompt
	think about it write about it	use context clues to determine word meaning: direct definitions	N/A	caldera; crust; geothermal energy; hot spot; lava; magma; plate tectonics; pyroclastic flow; tsunami; vent; volcano	write a cause/effect paragraph
	N/A	N/A	descriptive language: adjective and adverbs	absolutely; already; always; different; either; hardly; immature; miraculous; now; other; shy; weird	idiom
	make connections	use knowledge of word structures: etymologies	N/A	alloy; compound; corrode; crust; ductile; element; gold; karat; luster; magma; malleable; mantle; mineral; ore; property	write a personal response; write to a text prompt; write to a picture prompt
	retell what was read	use antonyms to determine word meaning	N/A	abolitionist; conductor; fugitive; indentured servant; plantation; spiritual; station; stationmaster; uprising	write a personal response; write to a text prompt; write to a picture prompt
	visualize use fix-up strategies: reread make inferences	use context clues (direct definitions and descriptions) to define unfamiliar vocabulary	Greek, Latin, French roots adjectives describing quantities	abiotic factor; autotroph; biosphere; biotic factor; carnivore; community; consumer; decomposer; ecology; ecosystem; food web; habitat; herbivore; niche; omnivore; population; producer	press release
	N/A	N/A	word origins	appendage; contraption; descent; encrypted; eternity; formulate; mobile; nocturnal; pathetic; permanent; preserve; recline; serpentine; translucent	strong lead
	stop, think, and write	use context clues to determine word meaning: descriptions	N/A	base pair; clone; deoxyribonucleic acid; genetics; genome; mitochondrial DNA; mutation; patent; pharmacogenomics; transgenic organism	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	word origins	anthropologist; caravanserais; centenarian; commodity; conservation; cultivation; gerontologist; hospitable; manufacture; sericulture; transformation; xenophobic; Zoroastrianism	strong lead
	retell what was read	use context clues to determine word meaning: direct definitions	N/A	crater; flyby; global warming; gravity; high-resolution; lander; meteor; orbiter; pressurized; probe; radiation; rover; satellite; solar array; super pan	write a personal response; write to a text prompt; write to a picture prompt
	N/A	N/A	suffixes	blurry; collection; completely; expensive; finally; measurements; operation; physicist; researchers; treatment; valuable	graphic and text features
	N/A	N/A	easily confused words	disburse; dispense; few; hanged; hung; incite; insight; less; principal; principle; their; there	alliteration; write a play
	N/A	N/A	heteronyms	converse; entrance; invalid; record	personification; write a science fiction story

Small-Group Leveled Text Strategies and Skills—Grade 6

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
Abimanyu, Mulan	8	V	60	N/A	Myths and Legends (cross-cultural)	evaluate author's purpose	read with inflection/tone: pitch	
Atlantis, El Dorado	8	W	60	N/A	Myths and Legends (cross-cultural)	evaluate author's purpose	read with prosody/phrasing	
Varuna Takes a Job with the Census, An Attack on the Starship <i>Mayflower</i> in the Year 2647	8	W	60	N/A	Science Fiction	make inferences	read with anticipation and mood	
Inquiry and Investigation	8	X	60	Science	Informational Nonfiction	evaluate author's purpose	N/A	
Isaac Newton and His Laws of Motion	8	X	60	Math Science	Biography	evaluate author's purpose	N/A	
World Beneath the Waves*	8	S	44	Science	N/A	summarize information	N/A	
Charlotte's Web, Stuart Little	9	T	44	How To	Book and Movie Reviews	evaluate fact and opinion	read with dramatic expression	
Should School Be Year-Round?	9	U	50	How To	Persuasive Essays	evaluate fact and opinion	read with appropriate pauses	
Claude Monet, Edgar Degas, Mary Cassatt, Vincent van Gogh	9	V	60	Social Studies	Art Reviews	evaluate fact and opinion	read with appropriate pauses	
The Brain	9	V	60	Science	Informational Nonfiction	evaluate fact and opinion	read with inflection/tone: stress	
Frans Hals, Johannes Vermeer, Rembrandt van Rijn	9	W	60	Social Studies	Art Reviews	evaluate fact and opinion	read with prosody/phrasing	
Mahatma Gandhi, Nelson Mandela	9	X	60	Social Studies	Biography	evaluate fact and opinion	read with dramatic expression	

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be part of the leveled text collection you are using.

	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	N/A	N/A	suffixes	appearance; consistency; deceitful; departure; formation; grievous; intelligence; northern; sixteenth; stature	word choice
	N/A	N/A	emotion words	astounded; avarice; curiosity; desperate; dismayed; enamored; enthralled; relished; repulsed; spine-chilling	alliteration
	N/A	N/A	heterographs	ascent; assent; berth; birth; bouillon; bullion; hews; hues; serf; surf	onomatopoeia
	ask questions summarize and synthesize	use context clues (examples and descriptions) to define unfamiliar vocabulary	open compound words, Greek and Latin roots, conjunctions (and, or)	control group; data; dependent variable; experimental group; hypothesis; independent variable; pseudoscience; qualitative data; quantitative data; scientific law; scientific method; scientific theory; spontaneous generation; variable	lab report
	retell what was read	use context clues to determine word meaning; direct definitions	N/A	acceleration; equation; force; friction; gravity; inertia; mass; newton; optics; orbit; speed; unit	write a personal response; write to a text prompt; write to a picture prompt
	N/A	use knowledge of word structures to determine word meaning use context clues to determine word meaning	root words; multisyllable words	abyssal plains; atmosphere; continental shelf; continental slope; current; deep ocean floor; hemisphere; minerals; ocean ridge; phytoplankton; sodium chloride; submersible; tide; trench; tsunami; wave; wave height; wavelength	summary paragraph
	N/A	N/A	prefixes	afterward; beloved; benevolent; circulate; collaborate; cooperate; dialogue; forbidding; irrationally; magnificent; protagonist; sympathy	word choice; write a review of a book and a movie based on the book
	N/A	N/A	word origins	amuse; community; economy; embrace; hypothetical; instrument; verbal; vociferous	strong ending; write a persuasive essay
	N/A	N/A	adjectives	blurry; dazzling; dingy; extraordinary; fascinating; luscious; powerful; stern; swirling; touching; traditional; unsettling; vibrant	strong ending
	N/A	N/A	descriptive language	almost; analytical; continuously; decided; expeditiously; innumerable; instantaneously; microscopic; over; rigorous; steadily; uninterrupted; vital	text and graphic features
	N/A	N/A	superlatives	cleverest; finest; liveliest; most affluent; most extraordinary; most famous; most gifted; most memorable; most prized; most renowned; most successful	writer's voice
	N/A	N/A	prefixes	communal; comprehend; counteract; deliberation; euphoric; hyperactive; illegal; paramount; symbolic; sympathetic	text and graphic features

Small-Group Leveled Text Strategies and Skills—Grade 6

Title	Unit	Letter Level	Number Level	Content Area	Genre	Comprehension	Fluency Skill	
The 1960s: Times of Change	9	X	60	Social Studies	Memoir	evaluate fact and opinion	read with anticipation and mood	
The Wizard of Oz, Peter Pan*	9	Q	40	N/A	Movie Reviews	make judgments; evaluate fact and opinion	read with varied speed: pacing	
Voices from the Civil War	10	T	44	Social Studies	Informational Nonfiction	make judgments	N/A	
Robin Hood Shoots for the Queen, The Story of William Tell, The Sword in the Stone	10	U	50	N/A	Myths and Legends	make judgments	read with dramatic expression	
Deforestation and Desertification	10	V	60	Science	Informational Nonfiction	make judgments	N/A	
Cocijo's Gift to the People, Manco Capac and the Golden Rod, Quetzalcoatl Creates People	10	W	60	N/A	Myths and Legends (cross-cultural)	make judgments	read with inflection/tone: pitch	
Energy Sources for the 21st Century	10	X	60	Science	Persuasive Essays	evaluate fact and opinion	read with prosody/phrasing	
Reconstruction After the Civil War	10	X	60	Social Studies	Informational Nonfiction	make judgments	N/A	
Three Twentieth-Century Dictators	10	X	60	Social Studies	Biography	make judgments	N/A	
Perspectives on the American Revolution*	10	T	44	Social Studies	Persuasive Essays	distinguish & evaluate fact & opinion; compare and contrast	read with inflection/tone: stress	

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be part of the leveled text collection you are using.

	Monitor Reading Strategies	Word Solving Strategies	Word Study	Academic Content Vocabulary	Writing Lessons
	N/A	N/A	emotion words	bliss; convictions; dedicated; disappointed; embracing; humanity; indifferent; marvel; upset; vitality	direct quotes
	N/A	N/A	adjectives describing characters, settings, events	catchy; craggy; dastardly; despicable; grainy; gaudy; hideous; jutting; unconvincing; vivid	word choice; write a movie review
	synthesize	context clues to determine word meaning: descriptions	N/A	abolitionist; desert; emancipate; fife; popular sovereignty; secede; Underground Railroad	judgment paragraph supported by facts
	N/A	N/A	word origins	annual; despot; fortitude; gratified; heritage; humble; liberating; magnificent; notorious; tribute; unison	word choice; write a legend
	reread	use context clues to determine word meaning: direct definitions	N/A	atmosphere; deforestation; desert; drought; ecotourism; erosion; extinct; habitat; pollution; sandstorm; tropical rain forest; tsunami	write a personal response write to a text prompt write to a picture prompt
	N/A	N/A	prefixes	benefactor; beneficial; benevolent; decrease; defeated; departed; destruction; maladjusted; malcontent; malevolent; malice	interpret figurative language: metaphor
	N/A	N/A	suffixes	continuous; dictators; environmental; generators; impractical; inexpensive; limitless; miraculous; natural; pollutants; pollution; renewable; technologically; tourism; unpredictability	state and defend your position
	ask questions determine text importance	use context clues to define unfamiliar vocabulary	compound words adjectives	bill; Black Codes; carpetbaggers; civil rights; depression; Emancipation Proclamation; financial panic; Freedmen; Ku Klux Klan; Radical Republicans; Reconstruction; Redeemers; scalawags; secede; segregation; sharecropping; Union	diary
	determine text importance	use synonyms words and phrases to analyze character	N/A	absolute power; Allies; communism; concentration camp; depression; fascism; Holocaust; persecution; propaganda; socialism	write a character analysis
	N/A	N/A	emotion words	foolishness; grateful; insane; intimidate; intolerable; outrageous; pride; provoked; rebellion; ridiculous; tramples; treason; vandals; vulnerable; wicked	state and defend your position; write a persuasive essay

Benchmark Literacy Grade 6

Vocabulary and Spelling Words By Unit and Week

Unit	Week	Tier One Words	Tier Two Words	
1	1	N/A	Word Study Kit 4, Unit 1: different, difference, assistant, assistance, confident, confidence, defiant, defiance	
	2	N/A	Word Study Kit 4, Unit 2: consistent, residence, compliancy, resident, consistence, consistency, residency, compliant, compliance	
	3	N/A	Give Me Liberty or Give Me Death (RT): grievance, incendiary, tending Word Study Kit 4, Unit 3: affordable, adaptable, dependable, reasonable, compatible, feasible, formidable, digestible	
2	4	Comprehension Poster: first, next, after, finally, soon	Word Study Kit 4, Unit 4: usable, replaceable, sensible, reliable, admirable, agreeable, defensible, identifiable	
	5	N/A	Word Study Kit 4, Unit 5: inaccurate, incapable, immediate, impartial, illegal, illogical, irrational, irreplaceable	
	6	N/A	Romeo and Juliet in Beverly Hills (RT): adieu, conformist, doublet, gazebo, intrusion, mingle, paparazzi, pompously, purged, riffraff Word Study Kit 4, Unit 6: combination, collide, correspond, commotion, coauthor, cohesive, convention, connection	
3	7	N/A	Word Study Kit 4, Unit 7: subconscious, suffice, suppress, supplement, successive, succinct, sustain, suspense	
	8	N/A	Word Study Kit 4, Unit 8: exaggerate, excessive, efficient, objection, obstinate, opportunity, offend, occasion	
	9	N/A	The New Colossus (RT): grueling, huddled, ignoramus, manifest, masses, massive, oppression, pogrom, vouch, yearning Word Study Kit 4, Unit 9: advertise, additional, appoint, appreciate, assemble, assessment, attribute, accommodate	
4	10	N/A	Word Study Kit 4, Unit 10: quartile, quadrangle, quintuplets, pentagon, octave, decimal, centennial, centipede	
	11	N/A	Word Study Kit 4, Unit 11: equitable, magnitude, omnivore, diminish, polygon, equivalent, omnipresent, minimal	
	12	N/A	The Red-Headed League (RT): amusedly, bravo, deduction, disband, fetch, holiday, intruder, pound, surmised, trousers Word Study Kit 4, Unit 12: aspect, conspicuous, tactful, contagious, tangible, dictate, conspire, spirited	
5	13	Comprehension Poster: both, while, however, like, unlike, also, different	Word Study Kit 4, Unit 13: controversy, infraction, reflection, advertise, fragile, inflexible, interrupt, invert	
	14	N/A	Word Study Kit 4, Unit 14: asterisk, dehydrate, terrestrial, aerosol, astronaut, nautical, naval, photosynthesis	
	15	N/A	Hercules in the 21st Century (RT): deceit, hostilities, latitude, longitude, mythology, nemesis, poised, volcanic Word Study Kit 4, Unit 15: cosmopolitan, epidemic, gregarious, civilian, desegregate, metropolis, populace, publicize	

	Tier Three Words	Spelling Words
	Comprehension Poster: stated/unstated main idea, supporting details, ask questions	Word Study Kit 4, Unit 1: different, difference, assistant, assistance, confident, confidence, defiant, defiance
	N/A	Word Study Kit 4, Unit 2: consistent, residence, compliancy, resident, consistence, consistency, residency, compliant, compliance
	Give Me Liberty or Give Me Death (RT): militia, Patriot, petition, treason, tyrant, veto	Word Study Kit 4, Unit 3: affordable, adaptable, dependable, reasonable, compatible, feasible, formidable, digestible
	Comprehension Poster: identify sequence, determine text importance	Word Study Kit 4, Unit 4: usable, replaceable, sensible, reliable, admirable, agreeable, defensible, identifiable
	N/A	Word Study Kit 4, Unit 5: inaccurate, incapable, immediate, impartial, illegal, illogical, irrational, irreplaceable
	N/A	Word Study Kit 4, Unit 6: combination, collide, correspond, commotion, coauthor, cohesive, convention, connection
	Comprehension Poster: visualize, inferences, evidence, clues	Word Study Kit 4, Unit 7: subconscious, suffice, suppress, supplement, successive, succinct, sustain, suspense
	N/A	Word Study Kit 4, Unit 8: exaggerate, excessive, efficient, objection, obstinate, opportunity, offend, occasion
	N/A	Word Study Kit 4, Unit 9: advertise, additional, appoint, appreciate, assemble, assessment, attribute, accommodate
	Comprehension Poster: summarize, fix-up, big ideas	Word Study Kit 4, Unit 10: quartile, quadrangle, quintuplets, pentagon, octave, decimal, centennial, centipede
	N/A	Word Study Kit 4, Unit 11: equitable, magnitude, omnivore, diminish, polygon, equivalent, omnipresent, minimal
	N/A	Word Study Kit 4, Unit 12: aspect, conspicuous, tactful, contagious, tangible, dictate, conspire, spirited
	Comprehension Poster: compare, contrast, determine text importance	Word Study Kit 4, Unit 13: controversy, infraction, reflection, advertise, fragile, inflexible, interrupt, invert
	N/A	Word Study Kit 4, Unit 14: asterisk, dehydrate, terrestrial, aerosol, astronaut, nautical, naval, photosynthesis
	N/A	Word Study Kit 4, Unit 15: cosmopolitan, epidemic, gregarious, civilian, desegregate, metropolis, populace, publicize

Benchmark Literacy Grade 6

Vocabulary and Spelling Words By Unit and Week

Unit	Week	Tier One Words	Tier Two Words	
6	16	Comprehension Poster: since, so, because, consequently, result, therefore	Word Study Kit 4, Unit 16: anarchy, hierarchy, bureaucracy, technocracy, domain, predominate, regime, irregular	
	17	N/A	Word Study Kit 4, Unit 17: consequence, equilibrium, intermediary, protocol, mediator, equality, primate, prosecute	
	18	N/A	The Tell-Tale Heart (RT): acute, audacity, bade, conceived, derision, dismember, dissemble, fancied, scantlings, vex	
			Word Study Kit 4, Unit 18: pedestal, management, podium, maneuver, tripod, expedition, pedantic, expedite	
7	19	N/A	Word Study Kit 4, Unit 19: secure, curator, empathy, sympathy, benevolent, voluntary, claustrophobia, arthritis	
	20	N/A	Word Study Kit 4, Unit 20: chronicle, doctrine, eponym, chronic, matrix, matron, patriotic, docile	
	21	N/A	Word Study Kit 4, Unit 21: anterior, posterity, hypocrite, hyperbole, postpone, beneficial, dismal, malicious	
8	22	N/A	Word Study Kit 4, Unit 22: perceive, retain, denounce, reception, retention, renunciation, abstain, announce	
	23	N/A	Word Study Kit 4, Unit 23: prescribe, credence, artifact, prescription, credulous, facsimile, facile, inscribe	
	24	N/A	The War of the Worlds, A.D. 2056 (RT): annihilated, atrocity, colonization, devoid, homunculus, infrastructure, obliterated, pandemonium, polarity, scrutinize, supersede	
			Word Study Kit 4, Unit 24: conductor, fluent, inverse, introduce, deduct, fluctuate, influence, diversion	
9	25	Comprehension Poster: think, believe, best, worst	Word Study Kit 4, Unit 25: generic, immortal, biological, generate, indigenous, mortality, antibiotic, biography	
	26	N/A	Word Study Kit 4, Unit 26: prevent, juncture, transpire, intersect, invention, disjunction, inspiration, section	
	27	N/A	A Christmas Carol: The Characters Live! (RT): berated, contrite, devoid, dowerless, indigent, infer, odious, prevalent, principle, probing, remorse, replenish	
			Word Study Kit 4, Unit 27: bonanza, patio, embargo, alcove, renegade, hurricane, corral, savvy	
10	28	N/A	Word Study Kit 4, Unit 28: etiquette, quartet, buffet, fillet, vignette, critique, faucet, matinee	
	29	N/A	Word Study Kit 4, Unit 29: wanderlust, angst, hinterland, yodel, blitz, plunder, frankfurter, pretzel	
	30	N/A	Ain't I a Woman (RT): agitated, appalled, cherished, convey, fret, obliged, rabble-rouser, rebuttal, sojourner	
			Word Study Kit 4, Unit 30: calico, diesel, sandwich, ritzy, jumbo, titanic, hector, juggernaut	

	Tier Three Words	Spelling Words
	Comprehension Poster: cause, effect, connections	Word Study Kit 4, Unit 16: anarchy, hierarchy, bureaucracy, technocracy, domain, predominate, regime, irregular
	N/A	Word Study Kit 4, Unit 17: consequence, equilibrium, intermediary, protocol, mediator, equality, primate, prosecute
	N/A	Word Study Kit 4, Unit 18: pedestal, management, podium, maneuver, tripod, expedition, pedantic, expedite
	Comprehension Poster: conclusions, inferences, evidence, clues	Word Study Kit 4, Unit 19: secure, curator, empathy, sympathy, benevolent, voluntary, claustrophobia, arthritis
	N/A	Word Study Kit 4, Unit 20: chronicle, doctrine, eponym, chronic, matrix, matron, patriotic, docile
	The Gettysburg Address (RT): balm, casualties, compromise, dedication, dignitaries, disservice, fervent, intact, orator, procession, reposing	Word Study Kit 4, Unit 21: anterior, posterity, hypocrite, hyperbole, postpone, beneficial, dismal, malicious
	Comprehension Poster: author's purpose, summarize, inform, entertain, persuade	Word Study Kit 4, Unit 22: perceive, retain, denounce, reception, retention, renunciation, abstain, announce
	N/A	Word Study Kit 4, Unit 23: prescribe, credence, artifact, prescription, credulous, facsimile, facile, inscribe
	N/A	Word Study Kit 4, Unit 24: conductor, fluent, inverse, introduce, deduct, fluctuate, influence, diversion
	Comprehension Poster: evaluate fact, evaluate opinion, connections	Word Study Kit 4, Unit 25: generic, immortal, biological, generate, indigenous, mortality, antibiotic, biography
	N/A	Word Study Kit 4, Unit 26: prevent, juncture, transpire, intersect, invention, disjunction, inspiration, section
	N/A	Word Study Kit 4, Unit 27: bonanza, patio, embargo, alcove, renegade, hurricane, corral, savvy
	Comprehension Poster: judgments, ask questions, evidence	Word Study Kit 4, Unit 28: etiquette, quartet, buffet, fillet, vignette, critique, faucet, matinee
	N/A	Word Study Kit 4, Unit 29: wanderlust, angst, hinterland, yodel, blitz, plunder, frankfurter, pretzel
	Ain't I a Woman? (RT): abolitionist, suffragettes	Word Study Kit 4, Unit 30: calico, diesel, sandwich, ritzy, jumbo, titanic, hector, juggernaut

Word Study and Vocabulary—Grade 6

Suffixes	
Unit 1	Suffixes (-ent/-ence, -ant/-ance)
Unit 2	Suffixes (-ent/-ence/-ency, -ant/-ance/-ancy)
Unit 3	Suffixes (-able/-ible)
Unit 4	Suffixes (-able and -ible, e-drop and y to i)
Prefixes	
Unit 5	Prefixes assimilation (in-)
Unit 6	Prefixes assimilation (com-)
Unit 7	Prefixes assimilation (sub-)
Unit 8	Prefixes assimilation (ex-, ob-)
Unit 9	Prefixes assimilation (in-)
Greek and Latin Elements	
Unit 10	Number prefixes (quadr/quar-, quint-/pent-, oct-, dec-, cent-)
Unit 11	Amounts (magni, min, poly, equ, omni)
Unit 12	Senses (dict, spect/spic, spir, tact/tag/tang)
Unit 13	Actions (fract/frag, rupt, flect/flex, vers/vert)
Unit 14	Air, land, water & light (aero, ast/aster, hydr, naut/nav, photo, terr)
Unit 15	People (dem, greg, pol/polis, pop/pub, civ)
Unit 16	Ruling and governing (archy, cracy, dom, reg)
Unit 17	Order (equa/equi, medi, prem, proto, secu/sequ)
Unit 18	Body (man, ped, pod)
Unit 19	Care & illness (cur, path, phobia, itis, vol)
Unit 20	Time & family (chron, mat/mat, pat/patr, onym, doc)
Unit 21	Opposites (ante, post, bene, mal, hyper, hypo)
Unit 22	Predictable spelling changes in word roots (ceiv/cep, tain/ten, nounce/nunc)
Unit 23	Latin roots (scrib/script, cred, fac)
Unit 24	Latin roots (duc/duct, flu, ver/vert)
Unit 25	Latin roots (gen, mort, bio)
Unit 26	Latin roots (vent/ven, junct, spir, sec/sect)
Word Study Investigations	
Unit 27	Words and phrases from other languages: Spanish
Unit 28	Words and phrases from other languages: French
Unit 29	Words and phrases from other languages: German
Unit 30	Eponyms: places, things, actions
Unit 31	Onomatopoeia and palindromes
Unit 32	Portmanteau words

Grade 6 Recommended Trade Book Read-Aloud Titles*

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
1	Ask questions	Moon Over Tennessee	Craig Crist-Evans	Historical Fiction
1	Ask questions	Seminole Diary: Remembrances of a Slave	Dolores Johnson	Historical Fiction/Diary
1	Ask questions	Dear Benjamin Banneker	Andrea Davis Pinkney	Informational Nonfiction
1	Ask questions	Train to Somewhere	Eve Bunting	Historical Fiction
1	Ask questions	Will We Miss Them?	Alexandra Wright	Informational Nonfiction
2	Determine text importance	Roll of Thunder, Hear My Cry	Mildred Taylor	Historical Fiction
2	Determine text importance	The Tower of London	Leonard Everett Fisher	Informational Nonfiction
2	Determine text importance	Explorers	Carlotta Hacker	Informational Nonfiction
2	Determine text importance	The History News: Explorers	Michael Johnstone	Informational Nonfiction
3	Visualize	Dinner at Aunt Connie's House	Faith Ringgold	Realistic Fiction
3	Visualize	Talking Walls	Margy Burns Knight	Informational Nonfiction
3	Visualize	Into This Night We Are Rising	Jonathan London	Fantasy
3	Visualize	El Nino: Stormy Weather for People and Wildlife	Caroline Arnold	Informational Nonfiction
3	Visualize	A Lucky Thing	Alice Shertle	Realistic Fiction
3	Visualize	Archers, Alchemists, and 98 Other Medieval Jobs You Might Have Loved or Loathed	Priscilla Galloway	Informational Nonfiction
4	Fix-up monitoring	A Year Down Yonder	Richard Peck	Realistic Fiction
4	Fix-up monitoring	Passage to Freedom: The Sugihara Story	Ken Mochizuki	Biography
4	Fix-up monitoring	Mistakes That Worked	Charlotte Foltz Jones	Informational Nonfiction
4	Fix-up monitoring	Pyramid	David Macaulay	Informational Nonfiction
5	Determine text importance	The Dark-Thirty: Southern Tales of the Supernatural	Patricia McKissack	Fantasy
5	Determine text importance	Tell Them We Remember	Susan Bachrach	Informational Nonfiction
6	Make connections	Because of Winn-Dixie	Kate DiCamillo	Realistic Fiction
6	Make connections	Restless Spirit: The Life and Work of Dorothea Lange	Elizabeth Partridge	Biography
6	Make connections	A Summer Life	Gary Soto	Informational Nonfiction/Biography
6	Make connections	The Holocaust	Susan Willoughby	Informational Nonfiction

*All titles are based on the recommended read-aloud lists of Linda Hoyt, Fountas & Pinnell, Stephanie Harvey, Making Meaning, and Booksource.

Benchmark Literacy Unit	Suggested Metacognitive Strategy Focus	Title	Author	Genre
7	Make inferences	Rose Blanche	Roberto Innocenti	Historical Fiction
7	Make inferences	The Great Fire	Jim Murphy	Informational Nonfiction
7	Make inferences	A River Dream	Allen Say	Realistic Fiction
7	Make inferences	The Van Gogh Cafe	Cynthia Rylant	Fantasy
8	Summarize and synthesize	Just a Dream	Chris Van Allsburg	Fantasy
8	Summarize and synthesize	Bodies from the Bog	James M. Deem	Informational Nonfiction
8	Summarize and synthesize	Encounter	Jane Yolen	Historical Fiction
8	Summarize and synthesize	Life Under Ice	Mary M. Cerullo	Informational Nonfiction
8	Summarize and synthesize	An Angel for Solomon Singer	Cynthia Rylant	Realistic Fiction
8	Summarize and synthesize	Igneous Rocks	Melissa Stewart	Informational Nonfiction
9	Make connections	Bud, Not Buddy	Christopher Paul Curtis	Historical Fiction
9	Make connections	An American Plague	Jim Murphy	Informational Nonfiction
10	Ask questions	The Giver	Lois Lowry	Realistic/Science Fiction/Fantasy
10	Ask questions	Confucius: The Golden Rule	Russell Freedman	Informational Nonfiction/ Biography
10	Ask questions	A Dream of Freedom: The Civil Rights Movement from 1954 to 1968	Diane McWhorter	Informational Nonfiction
10	Ask questions	A Woman For President: The Story of Victoria Woodhull	Kathleen Krull	Biography



Reading/Writing Connections

Whole-Group Writing Connections—Grades K–2

Week 1

Day	Lesson Section	Type of Writing	Writing Objective
All Days	Writing to Sources Handbook	Shared Interactive or Independent	Support Opinion/Argument, Informative/Explanatory, and Narrative writing based on Text-Evidence.
1	Think Aloud and Use the Metacognitive Strategy	Shared Writing	Build metacognitive strategy awareness by generating ideas to capture in a class anchor chart.
	Connect Thinking, Speaking, and Writing	Shared Writing	Build comprehension strategy understanding by recording ideas related to Poster 1.
	Home/School Connection	Independent	Demonstrate comprehension understandings in writing through graphic organizers, paragraphs, and other forms.
2	Review the Metacognitive Strategy	Shared Writing	Demonstrate metacognitive thinking by writing ideas in relation to Poster 2.
	Use the Comprehension Strategy	Shared or Interactive Writing	Practice applying the comprehension strategy by generating written ideas related to Poster 2.
	Connect Thinking, Speaking, and Writing	Shared or Interactive Writing	Practice applying the comprehension strategy by generating written ideas related to Poster 2.
	Home/School Connection	Independent	Demonstrate independent application of the target comprehension strategy by developing a graphic organizer, paragraph, or other writing format.
3	Extend the Comprehension Strategy	Shared or Interactive Writing	Apply the target comprehension strategy by recording ideas on Poster 2.
	Home/School Connection	Independent	Demonstrate independent application of the target comprehension strategy by developing a graphic organizer, paragraph, or other writing format.
4	Answer Text-Dependent Comprehension Questions	Independent or Partner	Demonstrate text comprehension by writing short answers to questions at four levels of text-dependent comprehension.
	Home/School Connection	Independent	Demonstrate independent application of the target comprehension strategy by developing a graphic organizer, paragraph, or other writing format.
5	Metacognitive Self-Assessment	Journaling	Students reflect on their metacognitive and comprehension strategy learning.
	Constructed Written Response	Independent writing	Demonstrate strategy mastery by organizing ideas, generating a paragraph, and evaluating their own writing using a simple rubric.
	Ongoing Comprehension Strategy Assessment	Short-answer test items	The ongoing comprehension strategy assessment requires students to answer both multiple-choice and short-answer test questions.

Whole-Group Writing Connections—Grades K–2

Week 2

Day	Lesson Section	Type of Writing	Writing Objective
All Days	Writing to Sources Handbook	Shared Interactive or Independent	Support Opinion/Argument, Informative/Explanatory, and Narrative writing based on Text-Evidence.
1	Activate Prior Knowledge	Shared Writing	Activate students' prior knowledge about the fiction or nonfiction big book topic on a graphic organizer.
	Front-Load Academic Vocabulary (Nonfiction Units)	Group or Partner Writing	Students' assess their vocabulary knowledge of target words.
	Read: Content Comprehension (Nonfiction Units)	Shared Writing	Apply metacognitive and comprehension strategies to record ideas on a graphic organizer.
	Reread: Comprehension (Fiction Units)	Shared Writing	Apply metacognitive and comprehension strategies to record ideas and analysis on a graphic organizer.
2	Read: Content Comprehension (Nonfiction Units)	Shared Writing	Apply metacognitive and comprehension strategies to record ideas on a graphic organizer.
	Retell (Fiction Units)	Shared Writing	Demonstrate understanding of the story elements by retelling and recording key events on a graphic organizer.
	Read: Comprehension (Fiction Units)	Shared Writing	Apply metacognitive and comprehension strategies to record ideas and analysis on a graphic organizer.
3	Read: Content Comprehension (Nonfiction Units)	Shared Writing	Apply metacognitive and comprehension strategies to record ideas on a graphic organizer.
	Retell the Story (Fiction Units)	Shared Writing	Demonstrate understanding of the story elements by retelling and recording key events on a graphic organizer.
	Respond to the Story (Fiction Units)	Shared Writing	Record students' personal responses to the story using a variety of graphic organizer activities.
4	Read: Content Comprehension (Nonfiction Units)	Shared Writing	Apply metacognitive and comprehension strategies to record ideas on a graphic organizer.
	Summarize and Synthesize Information (Nonfiction Units)	Shared Writing	Complete a graphic organizer to synthesize ideas from the text in the form of generalizations or conclusions about the nonfiction text.
	Brainstorm Writing Ideas (Fiction Units)	Shared Writing	Model how to brainstorm writing ideas; develop ideas for a group writing activity.
	Develop Tier Two Vocabulary (Fiction Units)	Shared Writing	Expand students' Tier Two vocabulary by developing a class anchor chart based on the vocabulary lesson.
5	Shared Writing (All Units)	Model the Writing Process	Apply comprehension knowledge and understanding of the nonfiction topic or fiction genre to brainstorm, draft, revise, and share a group text.

Whole-Group Writing Connections—Grades K–2

Week 3

Day	Lesson Section	Type of Writing	Writing Objective
All Days	Writing to Sources Handbook	Shared Interactive or Independent	Support Opinion/Argument, Informative/Explanatory, and Narrative writing based on Text-Evidence.
1	Activate Prior Knowledge (Grade K)	Shared Writing	Record students' ideas about the Reader's Theater text on a class graphic organizer.
	Read Aloud the Original Rhyme or Song (Grade 1)	Shared Writing	Build background for the original rhyme or song and record ideas on a class anchor chart.
	Introduce Fluency Skills (Grade 2)	Shared Writing	Reinforce students' understanding of the fluency skill and how to apply it to connected text by composing a class anchor chart.
2	Shared Writing (Grade K)	Shared Writing	Generate original sentences as a whole group using the sentence pattern and high-frequency words from the text.
	Retell the Script (Grade 1)	Shared Writing	Demonstrate understanding of the story elements by retelling and recording key events on a graphic organizer.
3	Introduce Fluency Skills (Grades K–1)	Shared Writing	Reinforce students' understanding of the fluency skill and how to apply it to connected text by composing a class anchor chart.
	Build Comprehension (Grade 2)	Shared Writing	Record students' ideas about the author's purpose for writing the script.
4	Build Tier Two Vocabulary (Grade 2)	Think/Pair/Write/Share	Expand Tier Two vocabulary by generating ideas on a vocabulary graphic organizer.
5	Assess and Reflect (Grades K–2)	Shared or Independent Writing	Students reflect on their Reader's Theater performance and goals for future fluency performances.

Whole-Group Writing Connections—Grades 3–6

Week 1

Day	Lesson Section	Type of Writing	Writing Objective
All Days	Writing to Sources Handbook	Independent	Support Opinion/Argument, Informative/Explanatory, and Narrative writing based on Text-Evidence.
1	Think Aloud and Use the Metacognitive Strategy	Shared Writing	Build metacognitive strategy awareness by generating ideas to capture in a class anchor chart.
	Connect Thinking, Speaking, and Writing	Shared Writing	Build comprehension strategy understanding by recording ideas related to Poster 1.
	Home/School Connection	Independent	Demonstrate comprehension understandings in writing through graphic organizers, paragraphs, and other forms.
2	Review the Metacognitive Strategy	Shared Writing	Demonstrate metacognitive thinking by writing ideas in relation to Poster 2.
	Use the Comprehension Strategy	Shared or Interactive Writing	Practice applying the comprehension strategy by generating written ideas related to Poster 2.
	Connect Thinking, Speaking, and Writing	Shared or Interactive Writing	Practice applying the comprehension strategy by generating written ideas related to Poster 2.
	Home/School Connection	Independent	Demonstrate independent application of the target comprehension strategy by developing a graphic organizer, paragraph, or other writing format.
3	Extend the Comprehension Strategy	Shared or Interactive Writing	Apply the target comprehension strategy by recording ideas on Poster 2.
	Home/School Connection	Independent	Demonstrate independent application of the target comprehension strategy by developing a graphic organizer, paragraph, or other writing format.
4	Answer Text-Dependent Comprehension Questions	Independent or Partner	Demonstrate text comprehension by writing short answers to questions at four levels of text-dependent comprehension.
	Home/School Connection	Independent	Demonstrate independent application of the target comprehension strategy by developing a graphic organizer, paragraph, or other writing format.
5	Metacognitive Self-Assessment	Journaling	Students reflect on their metacognitive and comprehension strategy learning.
	Constructed Written Response	Independent writing	Demonstrate strategy mastery by organizing ideas, generating a paragraph, and evaluating their own writing using a simple rubric.
	Ongoing Comprehension Strategy Assessment	Short-Answer Test Items	The ongoing comprehension strategy assessment requires students to answer both multiple-choice and short-answer test questions.

Whole-Group Writing Connections—Grades 3–6

Week 2

Day	Lesson Section	Type of Writing	Writing Objective
All Days	Writing to Sources Handbook	Independent	Support Opinion/Argument, Informative/Explanatory, and Narrative writing based on Text-Evidence.
1	Activate Prior Knowledge about Genres	Shared Writing	Activate students' prior knowledge about features of the target genre by completing a concept web.
	Focus on the Genre	Group or Partner Writing	Develop students' genre awareness through a think/pair/share/write activity.
	Home/School Connection	Independent	Write to a prompt.
2	Model Metacognitive Strategies	Shared Writing	Apply the target metacognitive strategy to a mentor genre passage (Poster 2).
	Introduce [Comprehension Strategy]	Shared Writing	Apply the target comprehension strategy to understand a genre-specific passage using a graphic organizer.
	Home/School Connection	Independent	Deepen understanding of genre features by highlighting and labeling them in a mentor passage.
3	Use the Metacognitive Strategy to [Comprehension Strategy]	Shared Writing	Record metacognitive strategy ideas.
	Home/School Connection	Independent	Apply the comprehension strategy to generate ideas for a genre text.
4	Build Comprehension: Evaluate Author's Purpose	Group or Partner Writing	Analyze the author's purpose through a think/pair/share/write activity.
	Build Tier Two Vocabulary	Partner Writing	Expand Tier Two vocabulary by generating word lists and sentences to demonstrate knowledge in context.
5	Writing to Sources Handbook	Independent	Demonstrate textual understanding by writing a Narrative, Informative/Explanatory, or Opinion/Argument text based on two or more texts.

Whole-Group Writing Connections—Grades 3–6

Week 3

Day	Lesson Section	Type of Writing	Writing Objective
All Days	Writing to Sources Handbook	Independent	Support Opinion/Argument, Informative/Explanatory, and Narrative writing based on Text-Evidence
1	Model the Skill	Shared Writing	Develop understanding of the target fluency skill by constructing a class anchor chart.
2	Connect Fluency and Comprehension: Analyze Author's Purpose	Shared Writing	Demonstrate the link between comprehension and fluency by analyzing the author's purpose for writing the fluency mentor passage.
3	Build Comprehension: Analyze Author's Purpose	Shared Writing	To more effectively interpret their script roles, create a class list reflecting their analysis of the author's purpose for writing the script.
4	Build Tier Two Vocabulary	Group or Partner Writing	Expand Tier Two vocabulary by generating word lists and sentences to demonstrate knowledge in context.
5	Assess and Reflect	Shared or Independent Writing	Students reflect on their Reader's Theater performance and goals for future fluency performances.

Benchmark Literacy—Grade K

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Interactive Writing Mini-Lessons
A Bear Cub Grows	1	A	1	Write a description
A Plant Has Needs	1	A	1	Write a how-to
The Flag	1	B	2	Write a personal narrative
Families Have Rules	1	C	3	Write a how-to
A Plant Has Parts	1	C	4	Write a description
What Is in a Forest?	1	D	5	Write a retelling
Jobs in a Community	1	D	6	Write a retelling
How Many Walruses?	2	A	1	Write a story prediction
Things I Like Doing	2	A	1	Write summary sentences
Jobs Up High	2	B	2	Write comparison sentences
Costume Party	2	C	3	Write summary sentences
Sam	2	C	4	Write sentences about story events
The Cake	2	D	5	Write about story characters
Mrs. Kangaroo's Trip	2	D	6	Write about a character
It's Time!	3	A	1	Write sequential sentences
Magnet Fishing Game	3	A	1	Write sequential sentences
Make a Drum	3	B	2	Write summary sentences
Winter Weather Fun	3	C	3	Describe a story event
Counting Around Town	3	C	4	Write summary sentences
Make a Plan of Your Classroom	3	D	5	Write sequential sentences
Every Tree Has a Life Cycle	3	D	6	Write a retelling
Balloon Ride	4	A	1	Write summary sentences
Fun at the Beach	4	A	1	Write a description
We Fish	4	B	2	Write about a story event
Up and Down the Hill	4	C	3	Write about story elements
The Birthday Flowers	4	C	4	Write a how-to
Little Cat Goes Fast	4	D	5	Write about a story event
At the Park	4	D	6	Write sentences about the story
Craft Makers	5	A	1	Write factual sentences
People Use Tools	5	A	1	Write comparison sentences
Let's Go	5	B	2	Write summary sentences
A Map of My House	5	C	3	Describe a feeling
Animal Treats	5	C	4	Write about animal foods
Animals and Their Babies	5	D	5	Write summary sentences
We Subtract	5	D	6	Write a personal narrative

Title	Unit	Letter Level	Number Level	Interactive Writing Mini-Lessons
Cleaning Up	6	A	1	Write summary sentences
Life at the Beach	6	A	1	Write a narrative
My Cat	6	B	2	Write summary sentences
Patterns All Around	6	C	3	Write summary sentences
Fast Athletes	6	C	4	Write summary sentences
On Stage	6	D	5	Write summary sentences
Counting Money	6	D	6	Write summary sentences
Good Citizens Can Help	7	A	1	Write to a picture prompt
Life on a Farm	7	A	1	Write summary sentences
Homes For People	7	B	2	Write comparison sentences
Meet My Family	7	C	3	Write summary sentences
Our Families Help	7	C	4	Write about helping others
What People Do	7	D	5	Write comparison sentences
How Many Legs?	7	D	6	Write summary sentences
Things Move	8	A	1	Write a sentence about the book
What Do Communities Have?	8	A	1	Write to a picture prompt
Schools Then and Now	8	B	2	Write to a picture prompt
Clothes	8	C	3	Write to a picture prompt
Look at the Animals	8	C	4	Write comparison sentences
My Models	8	D	5	Write comparison sentences
Bigger Than? Smaller Than?	8	D	6	Write factual sentences
Counting Pencils	9	A	1	Write to a picture prompt
I Follow Rules at School	9	A	1	Write to a picture prompt
Cutting Our Food	9	B	2	Write summary sentences
Magnets	9	C	3	Write summary sentences
Helping Friends	9	C	4	Write to a picture prompt
My Five Senses	9	D	5	Write summary sentences
See the Wind Blow!	9	D	6	Write about a cause or effect
Fruit Salad	10	A	1	Write about story events
Toy Models	10	A	1	Write summary sentences
Let's Look Outside	10	B	2	Write summary sentences
We Use Water	10	C	3	Write factual sentences
Across the Seasons	10	C	4	Write summary sentences
What Comes in Twos?	10	D	5	Write summary sentences
Going to Town With Mom and Dad	10	D	6	Write factual sentences

Benchmark Literacy—Grade 1

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Interactive Writing Mini-Lessons and Independent Writing
Soft and Hard	1	C	3	Write a description
A Pair of Babies	1	C	4	Write summary sentences
Telling Time	1	D	5	Write a story detail
Safety Signs	1	D	6	Write summary sentences
Cones All Around	1	E	7	Write a retelling
A Community Has Homes	1	E	8	Write a personal narrative
Our Money	1	F	9	Write a main idea paragraph
Water Goes Up! Water Comes Down!	1	F	10	Write main idea paragraphs
How Does a Cactus Grow?	1	G	11	Describe a place
Plants	1	G	12	Write a main idea paragraph
Fun with Fives	1	H	13	Write a personal narrative
Riches from Nature	1	H	14	Write a main idea paragraph
Where Are We?	1	I	15	Write a personal narrative
Children as Young Scientists	1	I	16	Write a main idea paragraph
Erosion	1	J	18	Write a main idea paragraph
No, Tim!	2	C	3	Write a personal narrative
Bill's First Day	2	C	4	Write dialogue
Farm Alarm	2	D	5	Write about farm animals
The Yard Sale	2	D	6	Write dialogue
The Hungry Fox	2	E	7	Write sentences about a story
Not Now, Sam	2	E	8	Write sentences about character
Rocket Ship Shapes	2	F	9	Use a beginning, middle, and end
Big Ben Helps the Town	2	F	10	Write a retelling; Describe a setting
Sam Finds the Way	2	G	11	Describe a setting; Make a prediction
Paul Bunyan	2	G	12	Use descriptive language
A Rainbow Party	2	H	13	Use a clear sequence
The Very Mean King	2	H	14	Use dialogue
Shrimp Joins the Team	2	I	15	Use dialogue
Miss Keen Needs Help	2	I	16	Write a description of a setting
Benjamin Franklin	2	J	18	Write a summary
Growing a Plant	3	C	3	Write sequential sentences
Make a Bird Feeder	3	C	4	Write summary sentences
My Beach Bag	3	D	5	Write to a picture prompt
Make a Safety Puppet	3	D	6	Write factual sentences
Communication Then and Now	3	E	7	Write a description

Title	Unit	Letter Level	Number Level	Interactive Writing Mini-Lessons and Independent Writing
Measuring Time	3	E	8	Write summary sentences
Watch a Frog Grow	3	F	9	Write a description
Counting Stars	3	F	10	Write sequential paragraph
Cleaning My Room	3	G	11	Write sequential paragraphs
A Trip to the Market	3	G	12	Use a beginning, middle, and ending
Watch a Butterfly Grow	3	H	13	Write a description
Maggie Makes Macaroni	3	H	14	Write steps in a process
From Farm to Table	3	I	15	Write a retelling
What Are My Chances?	3	I	16	Write a sequential paragraph
Cotton Plant to Cotton Shirt	3	J	18	Write a sequential paragraph
A Party for Rabbit	4	C	3	Write summary sentences
Tim the Tortoise	4	C	4	Write sentences about predictions
Fox in the Forest	4	D	5	Write a dialogue
Rainy Day, Sunny Day	4	D	6	Write sentences about the story
Ed Makes Shapes!	4	E	7	Describe an action
Garden Lunch	4	E	8	Write a retelling
Little Lion	4	F	9	Use describing words
Counting Clues	4	F	10	Use a beginning, middle, and ending
Unlucky Stanley	4	G	11	Use dialogue to show character traits
The Race to Recycle	4	G	12	Use dialogue to show character traits
Everyone Clapped for Jason	4	H	13	Use a beginning, middle, and ending
See You in Spring	4	H	14	Write a description of a setting
The Lost Pirate	4	I	15	Write an analysis the characters' feelings
A Throne for the King	4	I	16	Use a beginning, middle, and ending
The Missing Parrot	4	J	18	Use describing words for characters
Add the Animals	5	C	3	Write summary sentences
What Is the Season?	5	C	4	Write a retelling
My Grandma	5	D	5	Write summary sentences
Playground Fun	5	D	6	Write summary sentences
Neighbors at Work	5	E	7	Describe a character
Marta's Cupcake Problem	5	E	8	Write about a character
Jake's Sleepover	5	F	9	Use interesting conclusions
How Raven Became Black and Owl Got Its Spots	5	F	10	Use vivid details
Jacques Cousteau	5	G	11	Write an interview

Benchmark Literacy—Grade 1

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Interactive Writing Mini-Lessons and Independent Writing
In a Tropical Rain Forest	7	I	16	Write a description
The Mystery of the Missing Cookies	7	J	18	Write a retelling
Thanksgiving Then and Now	8	C	3	Write sentences that compare
Sorting at the Park	8	C	4	Write a description
Going Faster	8	D	5	Write a retelling
Old School, New School	8	D	6	Write about a story detail
Animal Coverings	8	E	7	Write comparison sentences
Families Work and Play Together	8	E	8	Describe a family activity
Comparing Two Cities	8	F	9	Write a description of a place
Summer to Fall	8	F	10	Write a description
Getting Ready for School	8	G	11	Write a how-to
Technology Today	8	G	12	Write a comparison paragraph
Rural Communities	8	H	13	Write to analyze feelings
Winter to Spring	8	H	14	Write a retelling
Weather Every Day	8	I	15	Write a description
How Can You Sort?	8	I	16	Write a how-to
We Are All Alike	8	J	18	Write a comparison paragraph
Working Together	9	C	3	Write a summary
Safe at Work	9	C	4	Write a summary
Using Tools at Work	9	D	5	Write factual sentences
Rainy Day	9	D	6	Write a personal narrative
Rules at School	9	E	7	Write a personal narrative
A Seed Needs Help	9	E	8	Write a description
Changing Weather	9	F	9	Write a descriptive paragraph
Endangered Animals	9	F	10	Write a cause-and-effect paragraph
All Work, No Play	9	G	11	Use facts
Water Works	9	G	12	Write a how-to
Measure Up!	9	H	13	Write a summary
The Savannas of Africa	9	H	14	Write a description of a place
Finding Fossils	9	I	15	Ask questions for effect
Saving the Bald Eagles	9	I	16	Use describing words
Oops! Why Did I Do That?	9	J	18	Use first person point of view
Counting Seeds	10	C	3	Write a summary
Jobs at School	10	C	4	Write a personal narrative
Happy Birthday!	10	D	5	Write a conclusion

Title	Unit	Letter Level	Number Level	Interactive Writing Mini-Lessons and Independent Writing
Batteries	10	D	6	Write a summary
What Do Pets Need?	10	E	7	Write factual sentences
Animal Families	10	E	8	Record an animal fact
Where People Live	10	F	9	Write a comparison paragraph
The Power to Vote	10	F	10	Write a personal narrative
What Can You Measure With a Lollipop?	10	G	11	Write a summary
Our Class Survey	10	G	12	Write a sequential paragraph
Who Works in Government?	10	H	13	Write dialogue
Looking at Our World	10	H	14	Write a comparison paragraph
Play by the Rules	10	I	15	Write dialogue
Making a Bug Habitat	10	I	16	Write a descriptive paragraph
Your Nervous System	10	J	18	Use specific examples

Benchmark Literacy—Grade 2

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Interactive Writing Mini-Lessons and Independent Writing
How Do Animals Stay Alive?	1	H	13	Write a main idea
Around the World with Music	1	H	14	Write captions
Clothes Long Ago	1	I	15	Write a retelling
Our Sun	1	I	16	Write a cause-and-effect paragraph
What Is Matter?	1	J	18	Write a main idea paragraph
Louis Pasteur	1	K	20	Write a main idea
Twisters	1	L	24	Write about steps in a process
Plant and Animal Partners	1	M	28	Write a main idea paragraph
Habitats of Africa	1	N	30	Write to a text prompt: What problems would people have living in each habitat of Africa? Which habitat would be most comfortable for people? Use facts from the book to support your answer.
Shopping with the Nicholas Family	2	H	13	Write dialogue
The Wright Brothers	2	H	14	Write a main idea
Charlie's Championships	2	I	15	Use verb tense to show time
I.M. Pei	2	I	16	Write a description
Sharing Our Stories	2	J	18	Write dialogue
Stump Hill	2	K	20	Write a dialogue
William's Journal	2	L	24	Use describing words
Jane Goodall	2	M	28	Write a main idea
The Tortoise and the Hare; The Ant and the Grasshopper; The Lion and the Mouse	2	N	30	Use personification; Write a fable
Making Ice Cream	3	H	13	Write a sequential paragraph
The Guessing Jar	3	H	14	Write a sequential paragraph
Make a Marionette	3	I	15	Write a sequential paragraph
Using Resources to Build	3	I	16	Write a retelling
How Animals Change and Grow	3	J	18	Write a description
City by the Lake	3	K	20	Write captions
The King's Mapmaker	3	L	24	Write a description of a setting
How Do Trees Grow?	3	M	28	Write a description
Growing a Kitchen Garden	3	N	30	Write steps in a process
Bitsy the Beaver	4	H	13	Use describing words
The Magic Turtle	4	H	14	Use dialogue
Charlie's Museum Adventure	4	I	15	Use exclamations
A Happy Summer Day	4	I	16	Use describing words

Title	Unit	Letter Level	Number Level	Interactive Writing Mini-Lessons and Independent Writing
The Royal Zookeeper	4	J	18	Create vivid characters
The Earth on Turtle's Back	4	K	20	Describe a setting
Mondo and Gordo Weather the Storm	4	L	24	Use descriptive details
Pete Discovers Gravity	4	M	28	Use varied language
Opening Night	4	N	30	Write conclusions about a character
Life in the City	5	H	13	Write a summary
Natural Landmarks	5	H	14	Write a personal narrative
Animal Groups	5	I	15	Write a summary
Measuring Length	5	I	16	Provide examples
How Did This City Grow?	5	J	18	Write a sequential of events
Sacajawea	5	K	20	Write an interview
Mount St. Helens	5	L	24	Write a sequential of events
The Life Cycle of Trees	5	N	30	Write to a text prompt: What do you think is the most interesting stage of a tree's life cycle? Why? Use information from the book to support your answer.
Food in the Ocean	6	H	13	Write a description
Flags Around the World	6	H	14	Write a retelling
Food Is Matter	6	I	15	Write a description
What Are the Parts of a Tree?	6	I	16	Write a description
My Neighborhood	6	J	18	Use definitions
Moving with Machines	6	K	20	Write a personal narrative
Symmetry in Our World	6	L	24	Ask questions for effect
Cars	6	M	28	Write a main idea paragraph
Holidays Around the World	6	N	30	Write a personal response; Write to a picture prompt; Write to a text prompt
Hiding in the Sea	7	H	13	Use an introduction
The Farm Stand Mystery	7	H	14	Write a dialogue
The Class Election	7	I	15	Use graphic aids
Parts Make Up a Whole	7	I	16	Write a main idea
Working with Estimation	7	J	18	Write an analysis of feelings
About How Many?	7	K	20	Write a summary paragraph
Color	7	L	24	Write a cause-and-effect paragraph
Enforcing Rules	7	M	28	Write a dialogue

Benchmark Literacy—Grade 2

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Interactive Writing Mini-Lessons and Independent Writing
Finding Shapes and Solids	7	M	28	Write a personal narrative
Solids	7	N	30	Write a personal response; Write to a picture prompt; Write to a text prompt
Animals Side by Side	8	H	13	Write a personal narrative
Rocks	8	H	14	Write a comparison
Animals' Eyes and Ears	8	I	15	Write a comparison
Types of Communities	8	I	16	Write a description of a place
Four Faces in Rock	8	J	18	Use number facts
Clothes Then and Now	8	K	20	Write a description
How We Group Animals	8	L	24	Write a description
Communities Then and Now	8	M	28	Write a description
From Axes to Zippers: Simple Machines	8	N	30	Use compare-and-contrast signal language
Communication	9	H	13	Write a retelling
The Power of Nature	9	H	14	Write a cause-and-effect paragraph
Going Places	9	I	15	Write a sequential paragraph
The Great Green Forest	9	I	16	Use past tense verbs
Plants and Animals in Different Seasons	9	J	18	Write a personal narrative
A Healthy Earth	9	K	20	Write a description
Volcanoes	9	L	24	Write a cause-and-effect paragraph
Gravity	9	M	28	Write an introduction
Stormy Weather	9	N	30	Write a cause-and-effect paragraph
Sports Around the World	10	H	13	Write a comparison
How Many Muffins?	10	H	14	Write an analysis of characters' feelings
Deserts	10	I	15	Write a summary
Are We Hurting the Earth?	10	I	16	Write a cause-and-effect paragraph
A Visit to the United Nations	10	J	18	Write a description
Shapes and Solids Outdoors	10	K	20	Write a retelling
Ellis Island	10	L	24	Use quotations
It's Earth Day!	10	M	28	Write a description of a place
Treasured Possessions	10	N	30	Write journal entries

Benchmark Literacy—Grade 3

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Writing Mini-Lessons/ Write to a Prompt/ Process Writing Lessons
Probability	1	M	28	Write a main idea paragraph
Our Solar System: The Sun	1	N	30	Write to a text prompt: Do you think it is important to learn more about the sun? Why or why not? Use information from the book to support your answer.
Bridges: Chemistry in Medicine	1	O	34	Write a summary
Bridges: Gold	1	P	38	Write a summary
George Washington; Abraham Lincoln	1	P	38	Use strong verbs; Write a biography
The Southeast	1	Q	40	Write to a text prompt: What are the most interesting and unique features of the Southeast? Use information from the book to support your answer.
Bridges: Ancient Greece	1	R	40	Write a summary
Bridges: George Washington; Abraham Lincoln*	1	J	18	strong verbs; write a biography
The Cooking Contest	2	M	28	Use lists in sentences
The Three Little Pigs Wise Up and The Princess, The Prince, and the Vegetables	2	N	30	Write a play script
Sports Legends	2	O	34	Write a character analysis
Max's Glasses	2	P	38	Describe a character
Memorable Misadventures	2	P	38	Develop writer's voice; Write a personal narrative
Women Who Dared	2	Q	40	Write a character analysis
Daniel Boone, Sal Fink, Paul Bunyan	2	R	40	Write a tall tale
Bridges: Memorable Misadventures*	2	J	18	writer's voice; writing a personal narrative
Taking Photographs	3	M	28	Write a summary
Making Crafts From Around the World	3	N	30	Write steps in a process
Bridges: The Voyages of Christopher Columbus	3	O	34	Write a summary
From Broad Street to Beacon Hill: An Irish Immigrant Experience; Rocket Girl: A Story of the Civil Rights Movement	3	O	34	Write a historical fiction story
Math in the Garden	3	P	38	Write steps in a process
Being a Bug Scout	3	Q	40	Write a sequential paragraph
Gold Rush!	3	R	40	Use cause-and-effect signal language

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be part of the leveled text collection you are using.

Benchmark Literacy—Grade 3

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
Bridges: From Broad Street to Beacon Hill: An Irish Immigrant Experience; Rocket Girl: A Story of the Civil Rights Movement*	3	K	20	idiom; writing a historical fiction story
Environmentally Friendly World	4	M	28	Use descriptive words
The Thing in the Cave, Jamal's Secret	4	N	30	Write a realistic fiction story
The Writing on the Wall; Tia's Bad Day	4	N	30	Write a realistic fiction story
Storm Chasers	4	O	34	Develop story elements
Sleeping Beauty; Puss in Boots	4	P	38	Use simile; Write a fairy tale
Rough-Face Girl; The Red Swan	4	Q	40	Use metaphor; Write a fairy tale
Why Mosquitoes Buzz in People's Ears; How Leopard Got His Spots; How Giraffe Got Such a Long Neck	4	R	40	Use personification; Write a pourquoi tale
Bridges: The Writing on the Wall; Tia's Bad Day*	4	J	18	personification; writing realistic fiction
Samantha Saves the Stream	5	M	28	Write a description of a setting
Math on the Moon	5	N	30	Use the descriptive text structure
The Fox and the Raccoon; The Hodja and the Soup; Loki Saves the Boy	5	N	30	Use simile; Write a trickster tale
Daily Life Around the World	5	O	34	Write to a text prompt: Which group of people—the masai, the Khmer, or the outback miners—can you imagine yourself living with? Use information from the book to support your answer.
Three Historical Communities of North America	5	P	38	Write to a text prompt: Which of the three communities—Mesa Verde, Jamestown, or Plymouth—can you imagine yourself living in? Use information from the book to support your answer.
Animals of North America	5	Q	40	Write to a text prompt: What changes in each of the North America's habitats would endanger the animals that live there? Why? Use information from the book to support your answer.
Math To Build On	5	R	40	Write a paragraph demonstrating inferences
Bridges: The Fox and the Raccoon; The Hodja and the Soup; Loki Saves the Boy*	5	K	20	simile; writing a trickster tale
Birthdays Around the World	6	M	28	Write a comparison
Bridges: Diamonds	6	N	30	Summarize

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Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
Clean Up City Park!; Ride Bikes, Not Cars!; We Need New Playground Equipment!	6	N	30	Write a strong ending; Write a persuasive letter
From Caves to Canvas	6	O	34	Write a comparison and contrast
My Running Log	6	P	38	Word choice; Write a journal
Old Oak Park	6	Q	40	State and defend a position; Write a persuasive letter
The Pacific Northwest	6	R	40	Write to a text prompt: What do you consider the most interesting and unique geographic feature of the Pacific Northwest? Use information from the book to support your answer.
Bridges: Clean Up City Park!; Ride Bikes, Not Cars!; We Need New Playground Equipment!*	6	J	18	a strong ending; writing a persuasive letter
Pizza Parts	7	M	28	Use command verbs in directions
Symbols of Our Country	7	N	30	Write to a text prompt: Why are symbols important to the citizens of a nation? Use information from the book to support your answer.
Animal Behaviorists	7	O	34	Support an inference with proof from a text
Yeh-Shen; The Toad Bridegroom	7	O	34	Use personification; Write a fairy tale
Anansi and Sky King; Hare and Lion	7	P	38	Use personification; Write a trickster tale
The Dog Did My Homework; Bigger	7	Q	40	Use onomatopoeia; Write a science fiction story
The Magic Passport	7	R	40	Write predictions
Bridges: Yeh-Shen; The Toad Bridegroom*	7	J	18	personification; writing a fairy tale
Polar Habitats	8	M	28	Write a description of a place
Why Polar Bears Like Snow . . . and Flamingos Don't	8	N	30	Write a comparison
Habitats of South America	8	O	34	Write to a text prompt: Why should people try to help save habitats around the world? Use information from the book to support your answer.
Johnny Appleseed Gets His Name; Glooscap Makes the Seasons	8	O	34	Use metaphor; Write a tall tale
Bridges: Body Systems: Human Cells	8	P	38	Summarize
Our Solar System	8	Q	40	Write a comparison

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Benchmark Literacy—Grade 3

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
Pocahontas; Squanto	8	R	40	Use direct quotes; Write a biography
Bridges: Johnny Appleseed Gets His Name; Glooscap Makes the Seasons*	8	K	20	metaphor; writing a tall tale
Move It!	9	M	28	Write a description
Deadwood, South Dakota: A Frontier Community	9	N	30	Write a text prompt: Do you think it is important to preserve the history of places such as Deadwood, South Dakota? Why or why not? Use information from the book to support your answer.
How Rabbit Lost His Tail; How Chipmunk Got Its Stripes; Why Hummingbirds Drink Nectar	9	N	30	Use metaphor; Write a pourquoi tale
Habitat Rescue	9	O	34	Write a cause-and-effect paragraph
Human Body Math	9	P	38	Write a paragraph demonstrating inferences
Earth: Fast Changes	9	Q	40	Write to a text prompt: Why should people learn everything they can about earthquakes, volcano eruptions, and hurricanes? Use information from the book to support your answer.
Light and Sound Technology	9	R	40	Write to a text prompt: What inventions have changed how people watch television and listen to music? Explain the changes. Use information from the book to support your answer.
Bridges: How Rabbit Lost His Tail; How Chipmunk Got Its Stripes; Why Hummingbirds Drink Nectar*	9	K	20	metaphor; writing a pourquoi tale
The Cost of Dinner	10	M	28	Write a retelling
The Seven Natural Wonders	10	N	30	Write a main idea and supporting details paragraph
A Whaling Community: New Bedford, Massachusetts	10	O	34	Write to a text prompt: Why is it not a good idea for a community to depend on one major industry, as New Bedford depended on whaling? Use information from the book to support your answer.

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Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
Three Immigrant Communities: New York City in 1900	10	P	38	Write to a text prompt: Of the many challenges that immigrants had to deal with, which do you think was most difficult for them? Use information from the book to support your answer.
Town Mouse and Country Mouse; Belling the Cat; The Dog and the Wolf	10	P	38	Use idioms; Write a fable
What Makes a Plant a Plant?	10	Q	40	Write to a text prompt: Answer the question in the book title: What makes a plant a plant? Use information from the book to support your answer.
Ponce de León and the True Fountain of Youth; Sail On, Columbus!	10	R	40	Use personification; Write historical fiction
Bridges: Town Mouse and Country Mouse; Belling the Cat; The Dog and The Wolf*	10	K	20	idiom; writing a fable

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Benchmark Literacy—Grade 4

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
Music Counts	1	O	34	Write a main idea and supporting details paragraph
Our Government	1	P	38	Write to a text prompt: How does having three levels of government—national, state, and local—help citizens? Use information from the book to support your answer.
Colonial Times	1	Q	40	Write a main idea and supporting details paragraph
Marian Anderson; Frida Kahlo	1	R	40	Write strong lead; Write a biography
Pioneers in Medicine	1	R	40	Write a main idea and supporting details paragraph
Plants We Use	1	S	44	Write about an author's purpose and point of view
Bridges: Michelle Obama; Barack Obama*	1	K	20	a strong lead; writing a biography
Michelle Obama; Barack Obama	2	O	34	Write a strong lead; Write a biography
Bridges: Battles of the American Revolution: Saratoga	2	P	38	Write a summary
A Joyful Moment	2	Q	40	Use hyperbole; Write a personal narrative
Making Great Greeting Cards and Gifts	2	Q	40	Write a sequence of events
My Trip to the Galápagos Islands	2	R	40	Word choice; Write a journal
Shaping the Constitution	2	S	44	Write to a text prompt: How does the Constitution balance the rights of states and the rights of the federal government? Use information from the book to support your answer.
Bridges: My Best Moment*	2	J	18	a strong lead; writing a personal narrative
Bridges: Native Americans at the Time of the Explorers	3	O	34	Write a summary
Survival at Plymouth; A Helping Hand in New Amsterdam	3	P	38	Use metaphor; Write historical fiction
Bridges: Geography of Mexico	3	Q	40	Write a summary
American Beginnings: You're Right There!	3	R	40	Express information in a different genre

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Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
Ben Franklin, Apprentice Printer; The Education of Abigail Adams	3	R	40	Use simile; Write historical fiction
The Transcontinental Railroad	3	S	44	Write clues and evidence from a text
Bridges: Survival at Plymouth; A Helping Hand in New Amsterdam*	3	K	20	metaphor; writing a historical fiction story
Our Solar System: The Moon	4	O	34	Write to a text prompt: Pretend you could talk to someone from long ago who thought the moon was magical. What information would you share? What do you think would surprise the person most? Use information from the book to support your ideas.
Math To Munch On	4	P	38	Write steps in a process
Animals of Asia	4	Q	40	Write to a text prompt: Why should hunting endangered species be against the law? Use facts from the book to support your answer.
Slow and Steady Wins the Race; Luke and the Books	4	Q	40	Use metaphor; Write realistic fiction
The Southwest	4	R	40	Write to a text prompt: What caused the Southwest to grow fast beginning in the 1800s? Why do many places in the Southwest continue to grow fast? Use information from the book to support your answer.
Animal Adventures	4	S	44	Compare and contrast characters
Bridges: The Thing in the Cave; Jamal's Secret*	4	J	18	simile; writing realistic fiction
Medical Pioneers	5	O	34	Use the sequential text structure
Liquids and Gases	5	P	38	Write to a text prompt: Why is it important to understand the relationships among the three forms of matter? Use information from the book to support your answer.
Animals at the Extremes	5	Q	40	Write a compare-and-contrast report
Brer Rabbit and Sis Cow; Terrapin Races Rabbit	5	R	40	Use idioms; Write a trickster tale
Bridges: Egypt, Nubia, and Kush	5	R	40	Write a summary

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Benchmark Literacy—Grade 4

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
A Game Is a Game—Or Is It?; Buff Goes Wild!	5	S	44	Use verbal irony; Write realistic fiction
Bridges: Anansi and Sky King; Hare and Lion*	5	K	20	personification; writing a trickster tale
The Life Cycle of Plants	6	O	34	Write to a text prompt: Why are plants important to other living things? Use information from the book to support your answer.
Global Alert	6	P	38	Use cause-and-effect text structure
Bridges: Protecting Our Oceans	6	Q	40	Write a summary
Why Mole Lives Underground; The Story of Lightning and Thunder; Why Opossum's Tail Is Gray	6	Q	40	Use idioms; Write a pourquoi tale
Earth: Measuring Its Changes	6	R	40	Write to a text prompt: Why is it important for scientist to study and measure earthquakes, glaciers, and water and wind erosion? Use information from the book to support your answer.
Weatherworks	6	S	44	Write a sequence of events
Bridges: Why the Sky Is Far Away; Why Thunder Chases Lightning; Why Sun and Moon Live in the Sky*	6	J	18	simile; writing a pourquoi tale
Bridges: Body Systems: The Respiratory and Circulatory Systems	7	O	34	Write a summary
Our "Current" World	7	P	38	Write a paragraph that leads to a conclusion
Hansel and Gretel; Rumpelstiltskin	7	Q	40	Use idioms; Write a fairy tale
The Maya	7	Q	40	Write to a text prompt: Describe the achievements of the Maya. What do you think is their most important achievement? Use information from the book to support your answer.
Doomed to Disappear? Endangered Species	7	R	40	Write a paragraph with evidence to support conclusions
Conquering Mount Everest	7	S	44	Write a conclusion paragraph with evidence
Great Inventions and Where They Came From	8	O	34	Write to inform

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Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
Davy Crockett; John Henry; Keelboat Annie	8	P	38	Use idioms; Write a tall tale
A Trip to Remember	8	Q	40	Develop writer's voice; Write a personal narrative
Casey Jones; Pecos Bill and Sluefoot Sue	8	Q	40	Use onomatopoeia; Write a tall tale
A Voice for the Animals	8	R	40	Write a judgment paragraph
Having Healthful Habits	8	S	44	Write a sequence of events
Bridges: Davy Crockett; John Henry; Keelboat Annie*	8	K	20	idiom; writing a tall tale
My Best Moment	9	O	34	Develop a strong lead; Write a personal narrative
Some Pigs and a Not-So-Big-Bad Wolf; Best Fairy Tale Ever!; Three Cheers for Two Clever Children	9	P	38	Develop writer's voice; Write a book review
The Northeast	9	Q	40	Write to a text prompt: Why do you think the Northeast is one of the most popular regions in the country for tourists? Use information from the book to support your answer.
Organic Farming	9	R	40	Develop a strong ending; Write a persuasive letter
Sports Math	9	R	40	Write facts and opinions
Diamonds	9	S	44	Write to a text prompt: Trace the journey of a diamond from its beginnings as the element carbon to its discovery in a river in Brazil. Use information from the book to support your answer.
Bridges: Our School Can Save Trees; Stop Junk Food Ads for Kids; Please Let Me Have a Dog!*	9	K	20	state and defend your position; writing a persuasive letter
Citizens Who Made a Difference	10	O	34	Write to a text prompt: What character traits are shared by citizens who work to make a difference? Use information from the book to support your answer.

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Benchmark Literacy—Grade 4

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
Communities Helping Communities	10	P	38	Write to a text prompt: Why do people in one community help people in another community? Write a response in your journal and share your thoughts with a group member. Use information from the book to support your answer.
The Milkmaid and Her Pails; Sun and Wind; The Bundle of Sticks	10	Q	40	Use simile; Write a fable
Bridges: India and China	10	R	40	Write a summary
Father, Son, and Donkey; The Miser and His Gold	10	R	40	Use metaphor; Write a fable
The World War II Years	10	S	44	Develop writer's voice; Write a memoir
Bridges: The Tortoise and the Hare; The Ant and the Grasshopper; The Lion and the Mouse*	10	J	18	personification; writing a fable

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Benchmark Literacy—Grade 5

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
The Inca	1	R	40	Write to a text prompt: Why is it important for people to learn about and remember the Inca people and the Inca Empire? Use information from the book to support your answer.
The Voyages of Christopher Columbus	1	S	44	Write to a text prompt: Imagine that Christopher Columbus is setting out on a fifth voyage. What advice would you give him? Use information from the book to support your answer.
Lewis and Clark	1	T	44	Write a prediction paragraph
Riches from Earth	1	U	50	Write a main idea and supporting details paragraph
Yukon Adventures Magazine	1	U	50	Use text and graphic features; Write an informational text
Ancient Greece	1	V	60	Write to a text prompt: What can people today learn from the rise and fall of ancient Greece? Use information from the book to support your answer.
Weather on Earth	1	W	60	Write a weather report
Yum, Yum, Yum! Favorite Foods Invented by Accident*	1	N	30	strong ending
Bridges: Life of a Star	2	R	40	Write a summary
Chemistry in the Kitchen	2	S	44	Write to a text prompt: Explain how you could use heat to reverse a physical change but not a chemical change. Use information and examples from the book to support your explanation.
Linda's Journal; Jalissa and the Grand Finale	2	S	44	Use onomatopoeia; Write realistic fiction
Electrifying Personalities	2	T	44	Write a sequence of events
Stable Boy at the Alamo; <i>Monitor vs. Merrimack</i> : Clash of the Ironclads	2	U	50	Develop a strong lead; Write historical fiction
Using Math in Science	2	V	60	Write an objective argument

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Benchmark Literacy—Grade 5

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
The U.S. Government: 1803–1861	2	W	60	Write a report
The Thing in the Cave; Jamal's Secret*	2	N	30	simile; writing realistic fiction
Bridges: Alexander the Great	3	R	40	Write a summary
The Lewis and Clark Expedition: Crossing the Rocky Mountains; Building the Transcontinental Railroad: Blasting Through the Sierra Nevadas	3	S	44	Use alliteration; Write historical fiction
The Ogs Discover Fire and Other Stuff	3	S	44	Write about story elements
Native Americans at the Time of the Explorers	3	T	44	Write to a text prompt: How is the history of Native Americans—their ways of life and traditions—remembered in our country today? How do we honor the first Americans? Use information from the book to support your answer.
Body Systems: Human Cells	3	U	50	Write to a text prompt: How is a cell like a factory? Write a response in your journal and share you thoughts with a group member. Use information from the book to support your answer.
Jake Digs a Hole; Luke and the Bug Man	3	V	60	Use similes; Write realistic fiction
Geography of Mexico	3	W	60	Write to a text prompt: The author says, "Geography so rich with contrast offers brights possibilities for the nation's future." Consider this statement. How might its geography help Mexico? Use information from the book to support your answer.
From Broad Street to Beacon Hill: An Irish Immigrant Experience; Rocket Girl: A Story of the Civil Rights Movement*	3	O	34	idiom; writing a historical fiction story
Animals of Africa	4	R	40	Write to a text prompt: How are the animals of Africa like animals in other parts of the world? How are they different? Use information from the book to support your answer.

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Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
Tsunamis	4	S	44	Write to a text prompt: Which affects people more: living through a tsunami or living with the aftermath of a tsunami? Why do you think that? Write a response in your journal and share you thoughts with a group member. Use information from the book to support your answer.
Electricity Adds Up	4	T	44	Write a descriptive paragraph
The Dog Did My Homework; Bigger*	4	Q	40	onomatopoeia; write a science fiction story
Homework from the Future, The Encouragement App	4	U	50	Use hyperbole; Write a science fiction story
People of the American Revolution	4	U	50	Write to a text prompt: Compare the colonial and British military leaders. How were they alike? How were they different? Use information from the book to support your answer.
Cells	4	V	60	Support an answer with clues and evidence from a text
Relationships in Nature	4	W	60	Write a summary
Mathematical Thinkers	5	R	40	Use the problem-and-solution text structure
Odysseus and the Cyclops; Circe Enchants Odysseus; The Call of the Sirens	5	S	44	Use metaphor; Write a myth
Hercules' 11th Labor; Pandora's Box; Demeter and Persephone	5	T	44	Focus on word choice; Write a myth
Native Peoples	5	T	44	Write a comparison and contrast
Establishing the U.S. Economy	5	U	50	Write a compare and contrast essay
Art in the Renaissance	5	V	60	Write to a text prompt: What does Renaissance art tell us about people's beliefs and values at that time? Use information from the book to support your answer.
Women in the Renaissance	5	W	60	Write to a text prompt: What do you think is inspiring about the achievements of women in the Renaissance? Use information from the book to support your answer.

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Benchmark Literacy—Grade 5

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
Marian Anderson; Frida Kahlo*	5	R	40	a strong lead; write a biography
After the Earthquake	6	R	40	Write about cause-and-effect relationships
The American Revolution	6	S	44	Write to a text prompt: Why is it important for Americans to learn about the American Revolution? Use information from the book to support your answer.
Space Exploration	6	T	44	Write a summary
Iron	6	U	50	Write to a text prompt: What are the advantages of using steel rather than pure iron as a building material? Use information from the book to support your answer.
John Adams; Abigail Adams	6	U	50	Use direct quotes; Write a biography
Geography of Canada	6	V	60	Write to a text prompt: The author says, "Canada is an interesting country with a unique landscape." Do you agree with this statement? Use information from the book to support you answer.
Disasters of Technology	6	W	60	Support a judgment with clues and evidence
Atalanta's Race; King Midas and the Golden Touch; The Flight of Daedalus and Icarus*	6	R	40	personification; write a myth
Human Body	7	R	40	Write about cause-and-effect relationships
Whose Song Is It, Anyway?; The Mixed-Up Guitar Case	7	S	44	Use oxymorons; Write a mystery
Human Emotions	7	T	44	Write a conclusion
The Missing Necklace; Stop, Thief!	7	T	44	Use similes; Write a mystery
A "Miracle" Material	7	U	50	Write a conclusion paragraph
Forces and Motion on Earth	7	V	60	Write to a text prompt: What would our lives be like if there were no friction, magnetism, or gravity? Provide at least two examples for each force. Use information from the book to support your answer.

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Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
The Great Depression by the Numbers	7	W	60	Write a summary
Buried Treasure; Holiday Hazard*	7	Q	40	metaphor; write a mystery
Astronomers	8	R	40	Write a main idea and supporting details paragraph
In the Footprints of the Yeti; Stalked by Bigfoot	8	S	44	Explore mood; Write a legend
Catastrophic Storms	8	T	44	Write to a text prompt: Why is it important for people to understand catastrophic storms? Use information from the book to support your answer.
The Trouble with Northrup; A Trampoline's Highs and Lows; Jimmy Aaron's Best Worst Day of Fifth Grade	8	T	44	Use idioms; Write a play
Earth: The Water Planet	8	U	50	Write to a text prompt: Explain how water controls the climate on Earth and how it supports life on Earth. Use information from the book to support your answer.
Basic Heredity	8	V	60	Write to a text prompt: Why are you a human being and not a pea plant? How are you and pea plants similar in terms of genetics and heredity? Use information from the book to support your answer.
Pharaohs, Pyramids, and Mummies	8	W	60	Write to identify the author's purpose
Seesaw; Hurry, Linda!*	8	N	30	idiom
Soccer World Magazine	9	R	40	Develop a strong lead; Write an informational text
Matilda; Charlie and the Chocolate Factory	9	S	44	Develop writer's voice; Write a book and movie review
The Greenville Gazette	9	S	44	Develop a strong lead; Write an informational text
Portraits in Greatness	9	T	44	Write an opinion supported by facts
Newcomers to America	9	U	50	Use idioms; Write a memoir

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Benchmark Literacy—Grade 5

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
The Seven Wonders of the Ancient World	9	V	60	Write a paragraph with facts and opinions
Genetic Disorders	9	W	60	Write to a text prompt: How do various genetic disorders affect individuals and groups of people? Use information from the book to support your answer.
Stay Under the Seal; Different Isn't Ugly; Oh, My Aching Back!*	9	O	34	strong verbs; writing a book review
E.T.: The Extra-Terrestrial; Star Wars: A New Hope	10	R	40	Develop writer's voice; Write a movie review
American History Adds Up	10	S	44	Use cause-and-effect text structure
Perspectives on the American Revolution	10	T	44	State and defend a position; Write a persuasive essay
Plant Genetics	10	T	44	Write a judgment paragraph supported by facts
Dred Scott and the Supreme Court	10	U	50	Write to a text prompt: The author says that the Dred Scott decision was based on politics and not on law. Explain what this statement means. Use information from the book to support your answer.
Best Place to Live: City, Country, Suburb	10	V	60	Develop writer's voice; Write a persuasive essay
Voting Rights	10	W	60	Write a persuasive essay
Clean Up City Park!; Ride Bikes, Not Cars!; We Need New Playground Equipment!*	10	N	30	a strong ending: writing a persuasive letter

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Benchmark Literacy—Grade 6

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
Chemistry in Medicine	1	T	44	Write to a text prompt: For what reasons have people searched for new medicines? What processes have they gone through in this search? Use information from the book to support your answer.
Explorers of the Americas	1	U	50	Write to a text prompt: Describe the achievements of the early European explorers. Do you think their achievements made their actions in North America and South America acceptable? Use information from the book to support your answer.
Science Measuring Tools	1	V	60	Write a main idea and supporting details paragraph
Julius Caesar; Cleopatra	1	W	60	Develop a strong lead
Life of a Comet	1	W	60	Write to a text prompt: What do comets teach us about the universe? Consider their life span, how far they can travel, and where they orbit. Use information from the book to support your answer.
Daily Life in Medieval Times	1	X	60	Write a biography
The Structure of Earth	1	X	60	Write a hypothesis
Pocahontas, Squanto*	1	Q	40	direct quotes; write a biography
From Pyramids to Skyscrapers	2	T	44	Write steps in a process
Frederick Douglass; Sojourner Truth	2	U	50	Develop a strong ending; Write a biography
Government in Ancient Times	2	V	60	Write a biography
The Key in the Cave; Brooke Leaves the Group	2	V	60	Use slang
Tomb Robbers! A Story of Ancient Egypt; The Strong and the Weak: Hammurabi's Code	2	W	60	Use oxymorons
A Western Activity Book	2	X	60	Write directions
The Formation of the U.S. Economy: 1700–1861	2	X	60	Write a persuasive text
Click-Clack, Who's There?; Brooke and the Perfect Project*	2	Q	40	idiom; write realistic fiction

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Benchmark Literacy—Grade 6

Small-Group Writing Connections by Unit

Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
Battles of the American Revolution: Saratoga	3	T	44	Write to a text prompt: How did choices and actions by individuals on both sides of the Battle of Saratoga make a difference in the battle's outcome? Use information from the book to support your answer.
Forensics: Chemistry and Crime	3	U	50	Write to a text prompt: Edmond Locard said, "Every contact leaves a trace." Think about your typical day. What traces do you leave and where? Use information from the book to support your answer.
Campus Attack; Sabotage!	3	V	60	Use verbal irony
Interactions of Living Things	3	W	60	Write a press release
Carbon Chemistry	3	X	60	Write a descriptive report
Foundations of Matter	3	X	60	Write a biography
Mere Moments: A Story of Pearl Harbor; The Day the Towers Fell	3	X	60	Develop mood
Ben Franklin, Apprentice Printer, The Education of Abigail Adams*	3	R	40	simile; write a historical fiction story
Technology and the Civil War	4	T	44	Write to a text prompt: What can we learn about history by studying the technological advancements of a specific time? Use information from the book to support you answer.
Math in a Democracy	4	U	50	Write a summary
The Tools of Scientists	4	V	60	Write an observation log
India and China	4	W	60	Write to a text prompt: What can people today learn from the ancient civilizations of India and China? Use information from the book to support your answer.
Geography of South America	4	X	60	Write to a text prompt: How is the human geography of South America related to its physical geography? Use information from the book to support you answer.
Minerals and Rocks	4	X	60	Write a biography
Runt Takes the Cake; Murder Island	4	X	60	Use hyperbole

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be part of the leveled text collection you are using.

Title	Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
Animals of the Sea	5	T	44	Write a main idea and supporting details paragraph
Trackers of Dynamic Earth	5	U	50	Write a character analysis
Energy Resources	5	V	60	Write a persuasive letter
Land Biomes	5	W	60	Write a lab report
Ra Creates the World; Isis and Osiris; The Death and Rebirth of Osiris	5	W	60	Use personification; Write a myth
Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens*	5	S	44	interpret figurative language: metaphor; write a myth
Citizenship in Ancient Times	5	X	60	Write a letter to the editor
Government Systems	5	X	60	Write a speech
Body Systems: Skeletal and Muscular	6	T	44	Write to a text prompt: Why would the muscular and skeletal systems be useless without the ligaments and tendons? Use information from the book to support your answer.
Working with Electricity and Magnetism	6	U	50	Write a cause-and-effect paragraph
Interactions of Matter	6	V	60	Write a lab report
The Rumor Report; The Big Jump	6	V	60	Use idioms; Write a play
Severe Weather	6	W	60	Write a weather account
Egypt, Nubia, and Kush	6	X	60	Write to a text prompt: Why is it important for people of today to learn about the ancient civilizations of Egypt, Nubia, and Kush? Use information from the book to support your answer.
Volcanoes: Nature's Awesome Power	6	X	60	Write a cause-and-effect paragraph
New Kid in School; Many Happy Returns*	6	Q	40	idiom
Gold	7	T	44	Write to a text prompt: What do you think people should know about how gold is mined and how the gold is extracted from its ore? Why? Use information from the book to support your answer.
Escape to Freedom: The Underground Railroad	7	U	50	Write to a text prompt: Why do you think people chose to work on the UGRR despite the risks? Use information from the book to support your answer.

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be part of the leveled text collection you are using.

Benchmark Literacy—Grade 6

Small-Group Writing Connections by Unit

Title	BL Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
Living Things and Their Environments	7	V	60	Write a press release
Dream Pilot, Erased	7	W	60	Develop a strong lead
Advances in Genetics	7	X	60	Write to a text prompt: Why are genetic engineering and genetic modification controversial? Use information from the book to support your answer.
Along the 21st-Century Silk Road	7	X	60	Develop a strong lead
Mars and Venus: Space Exploration	7	X	60	Write to a text prompt: How have the goals of space missions changed over time? Use information from the book to support your answer.
Lasers*	7	R	40	Graphic and text features
Sarah Emma Edmonds: Union Soldier and Spy; Clara Barton: Battlefield Nurse	8	T	44	Use alliteration; Write a play
Dino-Pals Are Dyno-Mite!; Earth Is All the Home We Have	8	U	50	Use personification; Write a science fiction story
Abimanyu; Mulan	8	V	60	Use varied word choice
Atlantis; El Dorado	8	W	60	Use alliteration; Write a legend
Varuna Takes a Job with the Census; An Attack on the Starship <i>Mayflower</i> in the Year 2647	8	W	60	Use onomatopoeia; Write a science fiction story
Inquiry and Investigation	8	X	60	Write a lab report
Isaac Newton and His Laws of Motion	8	X	60	Write to a text prompt: How would your life be different if you lived on the moon? Use what you know about the moon and what you learned about Newton's laws of motion from the book to support your answer.
World Beneath the Waves*	8	S	44	summary paragraph
Charlotte's Web; Stuart Little	9	T	44	Focus on word choice; Write a review
Should School Be Year-Round?	9	U	50	Develop a strong ending; Write a persuasive essay
Impressionists: Monet, Degas, Cassatt, van Gogh	9	V	60	Develop a strong ending
The Brain	9	V	60	Use text and graphic features; Write an informational text
Dutch Masters: Frans Hals, Johannes Vermeer, Rembrandt van Rijn	9	W	60	Develop writer's voice; Write an art review

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be part of the leveled text collection you are using.

Title	BL Unit	Letter Level	Number Level	Writing Mini-Lessons / Write to a Prompt / Process Writing Lessons
Mahatma Gandhi; Nelson Mandela	9	X	60	Use text and graphic features; Write a biography
The 1960s: Times of Change	9	X	60	Use direct quotes; Write a memoir
The Wizard of Oz, Peter Pan*	9	Q	40	word choice; write a movie review
Voices from the Civil War	10	T	44	Write a judgment paragraph supported by facts
Robin Hood Shoots for the Queen; The Story of William Tell; The Sword in the Stone	10	U	50	Focus on word choice; Write a legend
Deforestation and Desertification	10	V	60	Write to a text prompt: In managing Earth's trees and land, should people put their present needs or the future of Earth first? Explain your answer. Use information from the book to support your answer.
Cocijo's Gift to the People; Manco Capac and the Golden Rod; Quetzalcoatl Creates People	10	W	60	Use metaphors; Write a myth
Energy Sources for the 21st Century	10	X	60	State and defend a position
Reconstruction After the Civil War	10	X	60	Write a diary
Three Twentieth-Century Dictators	10	X	60	Write a character analysis
Perspectives on the American Revolution*	10	T	44	state and defend your position; write a persuasive essay

*Titles with an asterisk are optional below-level genre titles to support struggling readers. These may or may not be part of the leveled text collection you are using.

Oral Language and Academic Language Development Strategies

Benchmark Literacy—Grades K–2, Week 1

Oral Language and Academic Language Development Strategies

Day	Lesson Section	Activity	Objective
1	Introduce the Comprehension Strategy	<ul style="list-style-type: none"> Modeling and Guided Practice Teacher-Facilitated Class Discussion or Turn and Talk 	Activate and share background knowledge about the strategy.
	Find the Strategy in a Picture	Teacher-Facilitated Class Discussion (academic sentence frames provided)	Use academic language to discuss Poster 1.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> Front-load academic vocabulary for Poster 1. Introduce English/Spanish cognates relevant to Poster 1. Support oral language using academic sentence frames.
	Reflect and Discuss	Teacher-Facilitated Class Discussion	Reinforce understanding through group reflection.
2	Review the Metacognitive Strategy: Build academic oral language	Class Discussion (academic sentence frames provided)	Reflect on metacognitive strategy use.
	Use the Comprehension Strategy: Build academic oral language	<ul style="list-style-type: none"> Modeling and Guided Practice Class Discussion 	Demonstrate comprehension strategy understanding by discussing Poster 2.
	Connect Thinking, Speaking, and Writing	Teacher-Facilitated Class Discussion	Reinforce strategy understanding.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> Front-load academic vocabulary for Poster 2. Introduce English/Spanish cognates relevant to Poster 2. Support oral language using academic sentence frames.
	Oral Language Extension	Structured Partner Talk	Apply the comprehension strategy by developing oral sentences related to an assigned topic during independent workstation time.
	Reflect and Discuss	Teacher-Facilitated Class Discussion	Reinforce learning through group reflection.

Day	Lesson Section	Activity	Objective
3	Observe and Prompt for Strategy Understanding	Support Partner and Small-Group Discussion	Provide responsive prompts based on students' ability to discuss Poster 3.
	Reflect and Discuss	Teacher-Facilitated Class Discussion	Reinforce learning through group reflection.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load academic vocabulary for Poster 3. • Introduce English/Spanish cognates relevant to Poster 3. • Support oral language using academic sentence frames.
4	Read and Summarize: Build academic oral language	Partner Talk (academic sentence frames provided)	Orally demonstrate comprehension understanding through discussion of Poster 3.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load academic vocabulary for Poster 4. • Introduce English/Spanish cognates relevant to Poster 4. • Support oral language using academic sentence frames.
	Oral Language Extension	Structured Partner Talk	Apply the comprehension strategy by developing oral sentences related to an assigned topic during independent workstation time.
	Reflect and Discuss	Class Discussion	Reinforce learning through group reflection.
5	Metacognitive Self-Assessment	Class Discussion or Partner Talk	Demonstrate learning through oral self-reflection.

Benchmark Literacy—Grades K–2, Week 2

Oral Language and Academic Language Development Strategies

Day	Lesson Section	Activity	Objective
1	Activate Prior Knowledge	Teacher-Facilitated Class Discussion (academic sentence frames provided and modeled)	Activate and share background knowledge about the big book topic.
	Introduce the Book	Teacher-Facilitated Class Discussion	<ul style="list-style-type: none"> • Make before reading predictions orally. • Identify and discuss key text and graphic features.
	Front-Load Academic Vocabulary (Nonfiction Units)	Teacher-Facilitated Class Discussion	Discuss vocabulary knowledge related to the target academic words in the big book.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load vocabulary and concepts. • Scaffold concepts with alternate questioning strategies. • Introduce English/Spanish cognates relevant to the shared reading text. • Model use of academic sentence frames.
	Read: Content Comprehension (Nonfiction Units)	<ul style="list-style-type: none"> • Modeling of the Comprehension Strategy • Teacher-Facilitated Class Discussion 	Apply the target metacognitive and comprehension strategies to analyze the text.
	Comprehension (Fiction Units)	<ul style="list-style-type: none"> • Modeling of the Comprehension Strategy • Teacher-Facilitated Discussion (academic sentence frames provided) 	Apply the target metacognitive and comprehension strategies to analyze the text.

Day	Lesson Section	Activity	Objective
2	Read: Content Comprehension (Nonfiction Units)	<ul style="list-style-type: none"> • Guided Strategy Practice • Teacher-Facilitated Class Discussion or Turn and Talk (academic sentence frames provided) 	Apply the target metacognitive and comprehension strategies to analyze the text.
	Retell (Fiction Units)	Teacher-Facilitated Class Discussion	Demonstrate understanding of key story elements.
	Focus on Nonfiction Text Features or Text Structure (Nonfiction Units)	Teacher-Facilitated Class Discussion	<ul style="list-style-type: none"> • Name and explain the purpose for various nonfiction text and graphic features. • Discuss the signal language associated with nonfiction text structures.
	Read: Comprehension (Fiction Units)	Teacher-Facilitated Class Discussion	Apply the target metacognitive and comprehension strategies to analyze the text.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load vocabulary and concepts. • Scaffold concepts with alternate questioning strategies. • Introduce English/Spanish cognates relevant to the shared reading text. • Model use of academic sentence frames.
	Oral Language Extension	Structured Partner Talk	Use provided academic sentences frames to discuss the big book during independent workstation time.
3	Read: Content Comprehension (Nonfiction Units)	<ul style="list-style-type: none"> • Guided Strategy Practice • Teacher-Facilitated Class Discussion or Turn and Talk (academic sentence frames provided) 	Apply the target metacognitive and comprehension strategies to analyze the text.
	Retell the Story (Fiction Units)	Teacher-Facilitated Class Discussion	Summarize key story elements orally.
	Respond to the Story (Fiction Units)	Turn and Talk	Share personal responses to the story with a partner.
	Focus on Nonfiction Text Features or Text Structure (Nonfiction Units)	Teacher-Facilitated Class Discussion	<ul style="list-style-type: none"> • Name and explain the purpose for various nonfiction text and graphic features. • Discuss the signal language associated with nonfiction text structures.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load vocabulary and concepts. • Scaffold concepts with alternate questioning strategies. • Introduce English/Spanish cognates relevant to the shared reading text. • Model use of academic sentence frames.
	Comprehension: Reflect (Fiction Units)	Teacher-Facilitated Class Discussion	Reflect on the comprehension strategy in relation to the story.

Benchmark Literacy—Grades K–2, Week 2

Oral Language and Academic Language Development Strategies

Day	Lesson Section	Activity	Objective
4	Read: Content Comprehension (Nonfiction Units)	Teacher-Facilitated Class Discussion or Turn and Talk (academic sentence frames provided)	Apply the target metacognitive and comprehension strategies to analyze the text.
	Summarize and Synthesize Information (Nonfiction Units)	Teacher-Facilitated Class Discussion (academic sentence frames provided)	Share summaries and conclusions about the shared reading text.
	Reread the Story: Build Fluency (Fiction Units)	Teacher-Facilitated Class Discussion	Listen to a fluent reading and comment on how the reading affected understanding.
	Brainstorm Writing Ideas (Fiction Units)	Teacher-Facilitated Class Discussion	Generate writing ideas orally.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load vocabulary and concepts. • Scaffold concepts with alternate questioning strategies. • Introduce English/Spanish cognates relevant to the lesson.
	Oral Language Extension	Structured Partner Talk	Use academic sentence frames to discuss target academic vocabulary. (Nonfiction) Use a picture prompt to retell the story events to a partner during independent workstation time. (Fiction)
5	Shared Writing	Class Discussion	Generate oral sentences prior to writing.

Benchmark Literacy—Grades K–2, Week 3

Oral Language and Academic Language Development Strategies

Day	Lesson Section	Activity	Objective
1	Activate Prior Knowledge (Grade K)	Teacher-Facilitated Class Discussion	Build oral language around the book topic by sharing ideas and generating sentences together.
	Read Aloud the Original Song or Rhyme (Grade 1)	Teacher-Facilitated Class Discussion	Demonstrate comprehension by retelling the setting, characters, and story line of the song or rhyme.
	Introduce the Reader's Theater Script	Teacher-Facilitated Class Discussion	Identify and discuss text and graphic features.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load vocabulary and concepts. • Scaffold concepts with alternate questioning strategies. • Introduce English/Spanish cognates relevant to the script. • Model use of academic sentence frames.
	Build Vocabulary	Teacher-Facilitated Class Discussion	<ul style="list-style-type: none"> • Reinforce vocabulary by generating sentences using sentence frames. (Grade K) • Use the target enrichment (Tier Two) vocabulary in oral sentences. (Grade 1)
2	Retell the Script (Grade 1)	Teacher-Facilitated Class Discussion (academic sentence frames provided)	Demonstrate comprehension by retelling the setting, characters, and events in the Reader's Theater script.
	Build Comprehension (Grade 1)	Think/Pair/Share	Apply the target comprehension strategy to the script content.
	Shared Writing (Grade K)	Teacher-Facilitated Class Discussion	Generate oral sentences to transfer to writing.
	Oral Language Extension	Structured Partner Talk	<ul style="list-style-type: none"> • Generate oral sentences based on the sentence patterns in the script. (Grade K) • Use provided text and picture prompts to analyze and discuss the script with a partner.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Scaffold the activity with alternate strategies.
3	Introduce Fluency Skills	Teacher-Facilitated Class Discussion	Reflect orally on the fluency skill.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load academic vocabulary and language structures for the fluency poster. • Introduce English/Spanish cognates relevant to the poster passage.

Benchmark Literacy—Grades K–2, Week 3

Oral Language and Academic Language Development Strategies

Day	Lesson Section	Activity	Objective
4	Practice and Self-Assess Fluency Skills	Partner Discussion	Students self-assess their use of the fluency skill.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	• Scaffold the fluency practice.
	Apply Fluency Skills to Reader's Theater	Teacher-Facilitated Class Discussion	Reflect orally on the fluency skill.
	Oral Language Extension	Structured Partner Talk	
5	Show Time!	Reader's Theater Performance	Demonstrate fluency, expression, and oral performance skills through a collaborative reading of the script.
	Assess and Reflect	Class Discussion	Reflect orally on fluency development.

Benchmark Literacy—Grades 3–6, Week 1

Oral Language and Academic Language Development Strategies

Day	Lesson Section	Activity	Objective
1	Introduce the Comprehension Strategy	Turn and Talk	Activate and share background knowledge about the strategy.
	Find the Strategy in a Picture	Teacher-Facilitated Class Discussion (academic sentence frames provided)	Use academic language to discuss Poster 1.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load academic vocabulary for Poster 1. • Introduce English/Spanish cognates relevant to Poster 1 • Support oral language using academic sentence frames.
	Reflect and Discuss	Teacher-Facilitated Class Discussion	Reinforce understanding through group reflection.
2	Review the Metacognitive Strategy: Build academic oral language	Teacher-Facilitated Class Discussion (academic sentence frames provided)	Reflect on metacognitive strategy use.
	Use the Comprehension Strategy: Build academic oral language	Teacher-Facilitated Class Discussion	Demonstrate comprehension strategy understanding by discussing Poster 2.
	Connect Thinking, Speaking, and Writing	Teacher-Facilitated Class Discussion	Reinforce strategy understanding.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load academic vocabulary for Poster 2. • Introduce English/Spanish cognates relevant to Poster 2. • Support oral language using academic sentence frames.
	Oral Language Extension	Structured Partner Talk	Apply the comprehension strategy by developing oral sentences related to an assigned topic during independent workstation time.
	Reflect and Discuss	Teacher-Facilitated Class Discussion	Reinforce learning through group reflection.

Benchmark Literacy—Grades 3–6, Week 1

Oral Language and Academic Language Development Strategies

Day	Lesson Section	Activity	Objective
3	Activate Metacognitive Strategies	Modeling and Guided Practice	Reinforce strategy application.
	Observe and Prompt for Strategy Understanding	Support Partner and Small-Group Discussion	Provide responsive prompts based on students' ability to discuss Poster 3.
	Reflect and Discuss	Teacher-Facilitated Class Discussion	Reinforce learning through group reflection.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load academic vocabulary for Poster 3 • Introduce English/Spanish cognates relevant to Poster 3. • Support oral language using academic sentence frames.
4	Read and Summarize: Build academic oral language	Partner Talk (academic sentence frames provided)	Orally demonstrate comprehension understanding through discussion of Poster 3.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load academic vocabulary for Poster 4. • Introduce English/Spanish cognates relevant to Poster 4. • Support oral language using academic sentence frames.
	Oral Language Extension	Structured Partner Talk	Apply the comprehension strategy by developing oral sentences related to an assigned topic during independent workstation time.
	Reflect and Discuss	Teacher-Facilitated Class Discussion	Reinforce learning through group reflection.
5	Metacognitive Self-Assessment	Class Discussion or Partner Talk	Demonstrate learning through oral self-reflection.

Benchmark Literacy—Grades 3–6, Week 2

Oral Language and Academic Language Development Strategies

Day	Lesson Section	Activity	Objective
1	Introduce the Genre	Teacher-Facilitated Class Discussion	Discuss students' knowledge of the target genre.
	Build Genre Knowledge	Teacher-Facilitated Class Discussion	Discuss features of the genre.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Support comprehension. • Model and prompts academic discussion using sentence frames. • Introduce English/Spanish cognates relevant to the genre.
	Read and Analyze a Short Genre Text	Think/pair/share	Discuss and summarize key ideas based on text evidence.
2	Read and Analyze a Short Genre Text	Teacher-Facilitated Class Discussion	<ul style="list-style-type: none"> • Analyze genre elements. • Summarize key ideas. • Use text evidence to analyze the content and structure.
	Intergrate knowledge and ideas	Teacher-Facilitated Class Discussion	Compare and contrast two short reads in the same genre
	Close Reading Support for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Support comprehension • Model and prompts academic discussion using sentence frames. • Introduce English/Spanish cognates relevant to the selections.
3	Read and Summarize a Longer Genre Text	Teacher-Facilitated Class Discussion	<ul style="list-style-type: none"> • Summarize key ideas and details • Use text evidence to answer questions about the text and vocabulary..
	Close Reading Support for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Support comprehension • Model and prompts academic discussion using sentence frames. • Introduce English/Spanish cognates relevant to the selections.
4	Reread and Analyze the Longer Genre Text	Guided Class Discussion and Think/Pair/Share	Based on a close rereading, focus on one aspect of the text (based on standards) and use text evidence to support inferences and conclusions.
	Close Reading Support for ELLs	<i>Differentiated Instruction Strategies</i>	Support English learners to participate in the close reading and analysis.
5	Reflect on Genre Knowledge	Turn and Talk/Class Discussion	Reflect on genre learning

Benchmark Literacy—Grades 3–6, Week 2

Oral Language and Academic Language Development Strategies

Day	Lesson Section	Activity	Objective
4	Build Comprehension	Teacher-Facilitated Class Discussion	Demonstrate the ability to use features of the genre to apply comprehension strategies.
	Build Comprehension	Structured Partner Talk and Class Discussion	Partners complete a think/pair/write/share to demonstrate their genre and comprehension strategy understanding.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load academic vocabulary for Poster 3. • Introduce English/Spanish cognates relevant to the genre. • Model use of academic sentence frames.
	Build Tier Two Vocabulary	Turn and Talk	Expand vocabulary by collaborating to define Tier Two words from the genre poster text.
	Oral Language Extension	Structured Partner Talk	Use academic language relevant to the target genre or comprehension strategy in a structured activity during independent workstation time.
5	Synthesize and Assess Genre Understanding	Small-Group Discussion	Summarize genre understandings.
	Make Connections Across Texts	Small-Group Discussion	Anchor genre concepts; express opinions; conduct cross-text analysis.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load academic vocabulary for Poster 4. • Introduce English/Spanish cognates relevant to the genre. • Model use of academic sentence frames.

Benchmark Literacy—Grades 3–6, Week 3

Oral Language and Academic Language Development Strategies

Day	Lesson Section	Activity	Objective
1	Introduce Fluency Skills	Teacher-Facilitated Class Discussion	Reflect orally on the fluency skill.
	Model the Skill	Turn and Talk	Evaluate two modeled readings and discuss how the fluency skill affected the reading.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load academic vocabulary and language structures for the fluency poster. • Introduce English/Spanish cognates relevant to the poster passage.
2	Practice and Self-Assess Fluency Skills	Partner Discussion	Students self-assess their use of the fluency skill.
	Observe and Prompt for Strategy Understanding	Support Partner Fluency	Engage students in academic talk using appropriate responsive prompts based on their needs.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Scaffold the fluency activity. • Introduce English/Spanish cognates relevant to the poster passage.
	Oral Language Extension	Structured Partner Talk	Practice the fluency passage during independent workstation time and provide partner feedback.
3	Build Comprehension	Teacher-Facilitated Class Discussion (academic sentence frames provided)	Analyze and discuss the author's purpose for writing the Reader's Theater script.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Scaffold the Reader's Theater activity
4	Build Tier Two Vocabulary	Structured Partner Talk	Expand vocabulary by collaborating to generate and define Tier Two words related to the Reader's Theater script.
	Make Content Comprehensible for ELLs	Differentiated Instruction Strategies	<ul style="list-style-type: none"> • Front-load academic vocabulary and language structures for the script. • Introduce English/Spanish cognates relevant to the script. • Model using academic sentence frames to support oral language.
	Oral Language Extension	Structured Partner Talk	Expand vocabulary by collaborating to use words in oral sentences.
5	Show Time!	Reader's Theater Performance	Demonstrate fluency, expression, and oral performance skills through a collaborative reading of the script.
	Assess and Reflect	Teacher-Facilitated Class Discussion	Reflect orally on fluency development.

Appendix

Complete List of Benchmark Literacy Levelled Texts by Level

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
A Bear Cub Grows	K	1	A	1	identify main idea and supporting details	
A Plant Has Needs	K	1	A	1	identify main idea and supporting details	
Balloon Ride	K	4	A	1	analyze story elements	summarize information
Cleaning Up	K	6	A	1	summarize information	
Counting Pencils	K	9	A	1	identify cause and effect	
Craft Makers	K	5	A	1	make inferences	draw conclusions; summarize information
Fruit Salad	K	10	A	1	draw conclusions	
Fun at the Beach	K	4	A	1	analyze story elements	make inferences
Good Citizens Can Help	K	7	A	1	make predictions	draw conclusions
How Many Walruses?	K	2	A	1	analyze character	make predictions
I Follow Rules at School	K	9	A	1	identify cause and effect	
It's Time!	K	3	A	1	identify sequence of events	summarize information
Life at the Beach	K	6	A	1	summarize information	
Life on a Farm	K	7	A	1	make predictions	summarize information
Magnet Fishing Game	K	3	A	1	identify sequence of events	
People Use Tools	K	5	A	1	make inferences	compare and contrast
Things I Like Doing	K	2	A	1	analyze character	identify main idea and supporting details, summarize information
Things Move	K	8	A	1	compare and contrast	summarize information
Toy Models	K	10	A	1	draw conclusions	
What Do Communities Have?	K	8	A	1	compare and contrast	
Cutting Our Food	K	9	B	2	identify cause and effect	summarize information
Homes For People	K	7	B	2	make predictions	compare and contrast
Jobs Up High	K	2	B	2	analyze character	compare and contrast
Let's Go	K	5	B	2	make inferences	summarize information
Let's Look Outside	K	10	B	2	draw conclusions	

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Make a Drum	K	3	B	2	identify sequence of events	
My Cat	K	6	B	2	summarize information	
Schools Then and Now	K	8	B	2	compare and contrast	
The Flag	K	1	B	2	identify main idea and supporting details	
We Fish	K	4	B	2	analyze story elements	identify sequence of events
A Map of My House	K	5	C	3	make inferences	compare and contrast
A Party for Rabbit	1	4	C	3	analyze story elements	summarize information
Add the Animals	1	5	C	3	make inferences	
Clothes	K	8	C	3	compare and contrast	
Costume Party	K	2	C	3	analyze character	summarize information
Counting Seeds	1	10	C	3	draw conclusions	
Families Have Rules	K	1	C	3	identify main idea and supporting details	
Growing a Plant	1	3	C	3	identify sequence of events	
Magnets	K	9	C	3	identify cause and effect	summarize information
Meet My Family	K	7	C	3	make predictions	
No, Tim!	1	2	C	3	analyze character	summarize information
Patterns All Around	K	6	C	3	summarize information	
Soft and Hard	1	1	C	3	identify main idea and supporting details	
Thanksgiving Then and Now	1	8	C	3	compare and contrast	
Up and Down the Hill	K	4	C	3	analyze story elements	
Using Numbers at Work	1	6	C	3	summarize information	
We Use Water	K	10	C	3	draw conclusions	
Winter Weather Fun	K	3	C	3	identify sequence of events	
With My Mom and Dad	1	7	C	3	make predictions	
Working Together	1	9	C	3	identify cause and effect	summarize information

Complete List of Benchmark Literacy Leveled Texts by Level

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
A Pair of Babies	1	1	C	4	identify main idea and supporting details	
A Plant Has Parts	K	1	C	4	identify main idea and supporting details	
Across the Seasons	K	10	C	4	draw conclusions	
Animal Treats	K	5	C	4	make inferences	
Bill's First Day	1	2	C	4	analyze character	summarize information
Counting Around Town	K	3	C	4	identify sequence of events	
Farm Work	1	6	C	4	summarize information	
Fast Athletes	K	6	C	4	summarize information	
Helping Friends	K	9	C	4	identify cause and effect	
Jobs at School	1	10	C	4	draw conclusions	summarize information
Look at the Animals	K	8	C	4	compare and contrast	
Make a Bird Feeder	1	3	C	4	identify sequence of events	
Our Families Help	K	7	C	4	make predictions	
Patterns at the Beach	1	7	C	4	make predictions	
Safe at Work	1	9	C	4	identify cause and effect	summarize information
Sam	K	2	C	4	analyze character	summarize information
Sorting at the Park	1	8	C	4	compare and contrast	
The Birthday Flowers	K	4	C	4	analyze story elements	identify sequence of events
Tim the Tortoise	1	4	C	4	analyze story elements	make predictions
What Is the Season?	1	5	C	4	make inferences	
Animals and Their Babies	K	5	D	5	make inferences	
Ducklings Grow Up	1	6	D	5	summarize information	
Farm Alarm	1	2	D	5	analyze character	analyze story elements
Fox in the Forest	1	4	D	5	analyze story elements	identify cause and effect
Going Faster	1	8	D	5	compare and contrast	

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Happy Birthday!	1	10	D	5	draw conclusions	
In the Forest	1	7	D	5	make predictions	draw conclusions
Little Cat Goes Fast	K	4	D	5	analyze story elements	
Make a Plan of Your Classroom	K	3	D	5	identify sequence of events	
My Beach Bag	1	3	D	5	identify sequence of events	
My Five Senses	K	9	D	5	identify cause and effect	draw conclusions
My Grandma	1	5	D	5	make inferences	summarize information
My Models	K	8	D	5	compare and contrast	
On Stage	K	6	D	5	summarize information	
Telling Time	1	1	D	5	identify main idea and supporting details	
The Cake	K	2	D	5	analyze character	analyze story elements
Using Tools at Work	1	9	D	5	identify cause and effect	summarize information
What Comes in Twos?	K	10	D	5	draw conclusions	
What Is in a Forest?	K	1	D	5	identify main idea and supporting details	
What People Do	K	7	D	5	make predictions	compare and contrast
At the Park	K	4	D	6	analyze story elements	
Batteries	1	10	D	6	draw conclusions	
Bigger Than? Smaller Than?	K	8	D	6	compare and contrast	
Counting Money	K	6	D	6	summarize information	
Every Tree Has a Life Cycle	K	3	D	6	identify sequence of events	
Going to Town With Mom and Dad	K	10	D	6	draw conclusions	
How Many Legs?	K	7	D	6	make predictions	
Jobs in a Community	K	1	D	6	identify main idea and supporting details	
Make a Safety Puppet	1	3	D	6	identify sequence of events	
Mrs. Kangaroo's Trip	K	2	D	6	analyze character	

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Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Old School, New School	1	8	D	6	compare and contrast	
Playground Fun	1	5	D	6	make inferences	summarize information
Rainy Day	1	9	D	6	identify cause and effect	
Rainy Day, Sunny Day	1	4	D	6	analyze story elements	identify sequence of events
Animal Worlds	1	7	E	7	make predictions	draw conclusions
Communication Then and Now	1	3	E	7	identify sequence of events	identify cause and effect
Cones All Around	1	1	E	7	identify main idea and supporting details	
Ed Makes Shapes!	1	4	E	7	analyze story elements	make predictions
Making a Rabbit with Shapes	1	6	E	7	summarize information	
Neighbors at Work	1	5	E	7	make inferences	
Rules at School	1	9	E	7	identify cause and effect	
The Hungry Fox	1	2	E	7	analyze character	identify sequence of events
What Do Pets Need?	1	10	E	7	draw conclusions	
A Community Has Homes	1	1	E	8	identify main idea and supporting details	
A Seed Needs Help	1	9	E	8	identify cause and effect	
Animal Families	1	10	E	8	draw conclusions	
Families Work and Play Together	1	8	E	8	compare and contrast	
Garden Lunch	1	4	E	8	analyze story elements	draw conclusions
Helping Animals	1	6	E	8	summarize information	
Marta's Cupcake Problem	1	5	E	8	make inferences	analyze character
Measuring Time	1	3	E	8	identify sequence of events	
Not Now, Sam	1	2	E	8	analyze character	
Sorting at the Nature Center	1	7	E	8	make predictions	
Changing Weather	1	9	F	9	identify cause and effect	make inferences
Comparing Two Cities	1	8	F	9	compare and contrast	
Jake's Sleepover	1	5	F	9	make inferences	

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Laura Ingalls Wilder	1	6	F	9	summarize information	
Little Lion	1	4	F	9	analyze story elements	
Ocean Animals	1	7	F	9	make predictions	
Our Money	1	1	F	9	identify main idea and supporting details	
Rocket Ship Shapes	1	2	F	9	analyze character	
Watch a Frog Grow	1	3	F	9	identify sequence of events	
Where People Live	1	10	F	9	draw conclusions	compare and contrast
Big Ben Helps the Town	1	2	F	10	analyze character	
Counting Clues	1	4	F	10	analyze story elements	
Counting Insects	1	6	F	10	summarize information	
Counting Stars	1	3	F	10	identify sequence of events	
Endangered Animals	1	9	F	10	identify cause and effect	
How Raven Became Black and Owl Got Its Spots	1	5	F	10	make inferences	
Ready for Fall	1	7	F	10	make predictions	
Summer to Fall	1	8	F	10	compare and contrast	
The Power to Vote	1	10	F	10	draw conclusions	
Water Goes Up! Water Comes Down!	1	1	F	10	identify main idea and supporting details	
All Work, No Play	1	9	G	11	identify cause and effect	identify main idea and supporting details
Cleaning My Room	1	3	G	11	identify sequence of events	
Getting Ready for School	1	8	G	11	compare and contrast	
How Does a Cactus Grow?	1	1	G	11	identify main idea and supporting details	
Jacques Cousteau	1	5	G	11	make inferences	
Sam Finds the Way	1	2	G	11	analyze character	
School Trip Estimation	1	7	G	11	make predictions	
Unlucky Stanley	1	4	G	11	analyze story elements	
What Can You Measure With a Lollipop?	1	10	G	11	draw conclusions	summarize information

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Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Your Body	1	6	G	11	summarize information	
A Trip to the Market	1	3	G	12	identify sequence of events	
Looking for Patterns	1	5	G	12	make inferences	
Our Class Survey	1	10	G	12	draw conclusions	identify sequence of events
Paul Bunyan	1	2	G	12	analyze character	analyze story elements
Plants	1	1	G	12	identify main idea and supporting details	
Technology Today	1	8	G	12	compare and contrast	
The Lemonade Stand	1	7	G	12	make predictions	identify sequence of events
The Race to Recycle	1	4	G	12	analyze story elements	
Water Works	1	9	G	12	identify cause and effect	
What Is a Good Citizen?	1	6	G	12	summarize information	
A Rainbow Party	1	2	H	13	analyze character	
Animals Side by Side	2	8	H	13	compare and contrast	
Bitsy the Beaver	2	4	H	13	analyze story elements	
Caterpillar Can't Wait!	1	7	H	13	make predictions	
Communication	2	9	H	13	identify cause and effect	summarize information
Everyone Clapped for Jason	1	4	H	13	analyze story elements	
Food in the Ocean	2	6	H	13	summarize information	
Fun with Fives	1	1	H	13	identify main idea and supporting details	
Hiding in the Sea	2	7	H	13	make predictions	compare and contrast
How Do Animals Stay Alive?	2	1	H	13	identify main idea and supporting details	
John James Audubon	1	5	H	13	make inferences	summarize information
Life in the City	2	5	H	13	make inferences	summarize information
Making Ice Cream	2	3	H	13	identify sequence of events	
Measure Up!	1	9	H	13	identify cause and effect	summarize information

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Patterns in Nature	1	6	H	13	summarize information	
Rural Communities	1	8	H	13	compare and contrast	
Shopping with the Nicholas Family	2	2	H	13	analyze character	analyze story elements
Sports Around the World	2	10	H	13	draw conclusions	compare and contrast
Watch a Butterfly Grow	1	3	H	13	identify sequence of events	
Who Works in Government?	1	10	H	13	draw conclusions	identify main idea and supporting details
Around the World with Music	2	1	H	14	identify main idea and supporting details	
Doing My Job	1	6	H	14	summarize information	
Dollars and Cents	1	7	H	14	make predictions	
Flags Around the World	2	6	H	14	summarize information	
How Many Muffins?	2	10	H	14	draw conclusions	identify sequence of events
Looking at Our World	1	10	H	14	draw conclusions	compare and contrast
Maggie Makes Macaroni	1	3	H	14	identify sequence of events	
Natural Landmarks	2	5	H	14	make inferences	summarize information
Number Games	1	5	H	14	make inferences	
Riches from Nature	1	1	H	14	identify main idea and supporting details	
Rocks	2	8	H	14	compare and contrast	
See You in Spring	1	4	H	14	analyze story elements	draw conclusions
The Farm Stand Mystery	2	7	H	14	make predictions	summarize information
The Guessing Jar	2	3	H	14	identify sequence of events	
The Magic Turtle	2	4	H	14	analyze story elements	identify sequence of events
The Power of Nature	2	9	H	14	identify cause and effect	
The Savannas of Africa	1	9	H	14	identify cause and effect	
The Very Mean King	1	2	H	14	analyze character	
The Wright Brothers	2	2	H	14	analyze character	identify main idea and supporting details

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Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Winter to Spring	1	8	H	14	compare and contrast	
A Seat on the Bus	1	5	I	15	make inferences	
Animal Groups	2	5	I	15	make inferences	summarize information
Animals' Eyes and Ears	2	8	I	15	compare and contrast	
At the Circus	1	7	I	15	make predictions	
Charlie's Championships	2	2	I	15	analyze character	compare and contrast
Clothes Long Ago	2	1	I	15	identify main idea and supporting details	
Deserts	2	10	I	15	draw conclusions	summarize information
Do Plants Grow Under Water?	1	6	I	15	summarize information	
Finding Fossils	1	9	I	15	identify cause and effect	identify main idea and supporting details
Food Is Matter	2	6	I	15	summarize information	
From Farm to Table	1	3	I	15	identify sequence of events	
Going Places	2	9	I	15	identify cause and effect	identify sequence of events
Make a Marionette	2	3	I	15	identify sequence of events	
Play by the Rules	1	10	I	15	draw conclusions	
Shrimp Joins the Team	1	2	I	15	analyze character	
The Class Election	2	7	I	15	make predictions	identify sequence of events
The Lost Pirate	1	4	I	15	analyze story elements	
Weather Every Day	1	8	I	15	compare and contrast	
Where Are We?	1	1	I	15	identify main idea and supporting details	
A Happy Summer Day	2	4	I	16	analyze story elements	identify sequence of events
A Throne for the King	1	4	I	16	analyze story elements	
Are We Hurting the Earth?	2	10	I	16	draw conclusions	identify cause and effect
Children as Young Scientists	1	1	I	16	identify main idea and supporting details	
How Can You Sort?	1	8	I	16	compare and contrast	
I.M. Pei	2	2	I	16	analyze character	draw conclusions, make inferences

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Making a Bug Habitat	1	10	I	16	draw conclusions	summarize information
Measuring Length	2	5	I	16	make inferences	identify main idea and supporting details
Miss Keen Needs Help	1	2	I	16	analyze character	
Our Sun	2	1	I	16	identify main idea and supporting details	identify cause and effect
In a Tropical Rain Forest	1	7	I	16	make predictions	
Parts Make Up a Whole	2	7	I	16	make predictions	
Peaches All The Time	1	5	I	16	make inferences	identify cause and effect
Saving the Bald Eagles	1	9	I	16	identify cause and effect	
The Great Green Forest	2	9	I	16	identify cause and effect	
The Inupiaq Live Here	1	6	I	16	summarize information	
Types of Communities	2	8	I	16	compare and contrast	
Using Resources to Build	2	3	I	16	identify sequence of events	
What Are My Chances?	1	3	I	16	identify sequence of events	
What Are the Parts of a Tree?	2	6	I	16	summarize information	
A Visit to the United Nations	2	10	J	18	draw conclusions	summarize information, use graphic features to interpret information
Ants	1	6	J	18	summarize information	
Benjamin Franklin	1	2	J	18	analyze character	summarize information
Bridges: Clean Up City Park!; Ride Bikes, Not Cars!; We Need New Playground Equipment!	3	6	J	18	evaluate fact and opinion	evaluate author's purpose
Bridges: George Washington, Abraham Lincoln	3	1	J	18	identify sequence of events	analyze character
Bridges: Memorable Misadventures	3	2	J	18	evaluate fact and opinion	evaluate author's purpose
Bridges: My Best Moment	4	2	J	18	evaluate fact and opinion	analyze character
Bridges: Sleeping Beauty, Puss in Boots	4	7	J	18	analyze story elements	draw conclusions
Bridges: The Thing in the Cave, Jamal's Secret	4	4	J	18	analyze story elements	draw conclusions
Bridges: The Tortoise and the Hare, The Ant and the Grasshopper, The Lion and the Mouse	4	10	J	18	analyze character	make judgments

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Bridges: The Writing on the Wall, Tia's Bad Day	3	4	J	18	analyze character	draw conclusions
Bridges: Why the Sky is Far Away, Why Thunder Chases Lightning, Why Sun and Moon Live in the Sky	4	6	J	18	analyze story elements	identify cause and effect
Bridges: Yeh-Shen, The Toad Bridegroom	3	7	J	18	analyze story elements	draw conclusions
Cotton Plant to Cotton Shirt	1	3	J	18	identify sequence of events	summarize information
Erosion	1	1	J	18	identify main idea and supporting details	
Four Faces in Rock	2	8	J	18	compare and contrast	summarize information
Grandma Moses	1	5	J	18	make inferences	evaluate author's purpose
How Animals Change and Grow	2	3	J	18	identify sequence of events	
How Did This City Grow?	2	5	J	18	make inferences	identify sequence of events
My Neighborhood	2	6	J	18	summarize information	
Oops! Why Did I Do That?	1	9	J	18	identify cause and effect	
Plants and Animals in Different Seasons	2	9	J	18	identify cause and effect	analyze text structure and organization, use text features to locate information
Sharing Our Stories	2	2	J	18	analyze character	compare and contrast
The Missing Parrot	1	4	J	18	analyze story elements	
The Mystery of the Missing Cookies	1	7	J	18	make predictions	
The Royal Zookeeper	2	4	J	18	analyze story elements	
We Are All Alike	1	8	J	18	compare and contrast	
What Is Matter?	2	1	J	18	identify main idea and supporting details	
Working with Estimation	2	7	J	18	make predictions	
Your Nervous System	1	10	J	18	draw conclusions	identify cause and effect
A Healthy Earth	2	9	K	20	identify cause and effect	evaluate author's purpose
About How Many?	2	7	K	20	make predictions	summarize information
Bridges: Anansi and Sky King, Hare and Lion	4	5	K	20	make predictions	analyze story elements
Bridges: Davy Crockett, John Henry, Keelboat Annie	4	8	K	20	analyze story elements	evaluate author's purpose

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Bridges: From Broad Street to Beacon Hill: An Irish Immigrant Experience; Rocket Girl: A Story of the Civil Rights Movement	3	3	K	20	analyze character	make judgments
Bridges: How Rabbit Lost His Tail, How Chipmunk Got Its Stripes, Why Hummingbirds Drink Nectar	3	9	K	20	analyze character	identify cause and effect
Bridges: Johnny Appleseed Gets His Name, Glooscap Makes the Seasons	3	8	K	20	analyze character	evaluate author's purpose
Bridges: Michelle Obama, Barack Obama	4	1	K	20	identify sequence of events	analyze character
Bridges: Our School Can Save Trees, Stop Junk Food Ads for Kids, Please Let Me Have a Dog!	4	9	K	20	evaluate fact and opinion	evaluate author's purpose
Bridges: Survival at Plymouth Rock, A Helping Hand in New Amsterdam	4	3	K	20	make inferences	analyze story elements
Bridges: The Fox and the Raccoon, The Hodja and the Soup, Loki Saves the Boy	3	5	K	20	analyze story elements	analyze character
Bridges: Town Mouse and Country Mouse, Belling the Cat, The Dog and The Wolf	3	10	K	20	analyze story elements	make judgments
City by the Lake	2	3	K	20	identify sequence of events	
Clothes Then and Now	2	8	K	20	compare and contrast	analyze text structure and organization, use text features to locate information
Louis Pasteur	2	1	K	20	identify main idea and supporting details	
Moving with Machines	2	6	K	20	summarize information	use graphic features to interpret information
Sacajawea	2	5	K	20	make inferences	
Shapes and Solids Outdoors	2	10	K	20	draw conclusions	summarize information
Stump Hill	2	2	K	20	analyze character	
The Earth on Turtle's Back	2	4	K	20	analyze story elements	
Color	2	7	L	24	make predictions	identify cause and effect
Ellis Island	2	10	L	24	draw conclusions	
How We Group Animals	2	8	L	24	compare and contrast	use graphic features to interpret information, use text features to locate information
Mondo and Gordo Weather the Storm	2	4	L	24	analyze story elements	

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Mount St. Helens	2	5	L	24	make inferences	identify cause and effect
Symmetry in Our World	2	6	L	24	summarize information	
The King's Mapmaker	2	3	L	24	identify sequence of events	summarize information, analyze text structure and organization
Twisters	2	1	L	24	identify main idea and supporting details	evaluate author's purpose
Volcanoes	2	9	L	24	identify cause and effect	
William's Journal	2	2	L	24	analyze character	
Birthdays Around the World	3	6	M	28	evaluate fact and opinion	summarize information, compare and contrast
Cars	2	6	M	28	summarize information	
Communities Then and Now	2	8	M	28	compare and contrast	
Enforcing Rules	2	5	M	28	make inferences	make predictions
Environmentally Friendly World	3	4	M	28	analyze story elements	
Finding Shapes and Solids	2	7	M	28	make predictions	
Gravity	2	9	M	28	identify cause and effect	
How Do Trees Grow?	2	3	M	28	identify sequence of events	
It's Earth Day!	2	10	M	28	draw conclusions	use text features to locate information
Jane Goodall	2	2	M	28	analyze character	identify main idea and supporting details
Move It!	3	9	M	28	identify cause and effect	analyze text structure and organization
Pete Discovers Gravity	2	4	M	28	analyze story elements	
Pizza Parts	3	7	M	28	make predictions	identify cause and effect
Plant and Animal Partners	2	1	M	28	identify main idea and supporting details	
Polar Habitats	3	8	M	28	compare and contrast	
Probability	3	1	M	28	identify main idea and supporting details	
Samantha Saves the Stream	3	5	M	28	make inferences	evaluate author's purpose
Taking Photographs	3	3	M	28	identify sequence of events	summarize information
The Cooking Contest	3	2	M	28	analyze character	

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
The Cost of Dinner	3	10	M	28	draw conclusions	compare and contrast, use graphic features to interpret information
Bridges: Diamonds	3	6	N	30	evaluate fact and opinion	summarize information, use graphic features to interpret information, use text features to locate information
Clean Up City Park!; Ride Bikes, Not Cars!; We Need New Playground Equipment!	3 / 5	6 / 10	N	30	evaluate fact and opinion	evaluate author's purpose
Deadwood, South Dakota: A Frontier Community	3	9	N	30	identify cause and effect	analyze character, summarize information, use graphic features to interpret information
From Axes to Zippers: Simple Machines	2	8	N	30	compare and contrast	use graphic features to interpret information
Growing a Kitchen Garden	2	3	N	30	identify sequence of events	identify cause and effect, use graphic features to interpret information, use text features to locate information
Habitats of Africa	2	1	N	30	identify main idea and supporting details	compare and contrast, use text features to locate information
Holidays Around the World	2	6	N	30	summarize information	compare and contrast, use graphic features to interpret information
How Rabbit Lost His Tail, How Chipmunk Got Its Stripes, Why Hummingbirds Drink Nectar	3	9	N	30	analyze character	identify cause and effect, interpret figurative language
Making Crafts From Around the World	3	3	N	30	identify sequence of events	compare and contrast, use graphic features to interpret information
Math on the Moon	3	5	N	30	make inferences	analyze text structure and organization, evaluate author's purpose, use graphic features to interpret information, use text features to locate information
Opening Night	2	4	N	30	analyze story elements	draw conclusions
Our Solar System: The Sun	3	1	N	30	identify main idea and supporting details	draw conclusions, use graphic features to interpret information
Seesaw; Hurry, Linda!	5	8	N	30	analyze story elements	make judgments
Solids	2	7	N	30	make predictions	identify sequence of events, compare and contrast, use graphic features to interpret information
Stormy Weather	2	9	N	30	identify cause and effect	analyze text structure and organization, summarize information

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Symbols of Our Country	3	7	N	30	make predictions	evaluate author's purpose, summarize information, use graphic features to interpret information
The Fox and the Raccoon, The Hodja and the Soup, Loki Saves the Boy	3	5	N	30	analyze story elements	analyze character
The Life Cycle of Trees	2	5	N	30	make inferences	compare and contrast, use text features to locate information
The Seven Natural Wonders	3	10	N	30	draw conclusions	identify main idea and supporting details
The Thing in the Cave, Jamal's Secret	3 / 5	4 / 2	N	30	analyze story elements	draw conclusions
The Three Little Pigs Wise Up and The Princess, The Prince, and the Vegetables	3	2	N	30	analyze character	identify cause and effect
The Tortoise and the Hare, The Ant and the Grasshopper, The Lion and the Mouse	2	2	N	30	analyze character	make judgments
The Writing on the Wall, Tia's Bad Day	3	4	N	30	analyze story elements	draw conclusions
Treasured Possessions	2	10	N	30	draw conclusions	make judgments
Why Polar Bears Like Snow . . . and Flamingos Don't	3	8	N	30	compare and contrast	use text features to locate information, use graphic features to interpret information
Yum, Yum, Yum! Favorite Foods Invented by Accident	5	1	N	30	identify cause and effect	summarize information
A Whaling Community: New Bedford, Massachusetts	3	10	O	34	draw conclusions	compare and contrast, use graphic features to interpret information
Animal Behaviorists	3	7	O	34	make predictions	make inferences, compare and contrast, use graphic features to locate information
Bridges: Body Systems: The Respiratory and Circulatory Systems	4	7	O	34	draw conclusions	summarize information, use graphic features to interpret information, use text features to locate information
Bridges: Chemistry in Medicine	3	1	O	34	identify main idea and supporting details	summarize information, use graphic features to interpret information, use text features to locate information
How Rabbit Lost His Tail, How Chipmunk Got Its Stripes, Why Hummingbirds Drink Nectar	3	9	N	30	analyze character	identify cause and effect
Making Crafts From Around the World	3	3	N	30	identify sequence of events	compare and contrast
Math on the Moon	3	5	N	30	make inferences	analyze text structure and organization
Opening Night	2	4	N	30	analyze story elements	draw conclusions
Our Solar System: The Sun	3	1	N	30	identify main idea and supporting details	draw conclusions

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Seesaw; Hurry, Linda!	5	8	N	30	analyze story elements	make judgments
Solids	2	7	N	30	make predictions	identify sequence of events
Stormy Weather	2	9	N	30	identify cause and effect	analyze text structure and organization
Symbols of Our Country	3	7	N	30	make predictions	evaluate author's purpose
The Fox and the Raccoon, The Hodja and the Soup, Loki Saves the Boy	3	5	N	30	analyze story elements	analyze character
The Life Cycle of Trees	2	5	N	30	make inferences	compare and contrast
The Seven Natural Wonders	3	10	N	30	draw conclusions	identify main idea and supporting details
The Thing in the Cave, Jamal's Secret	3 / 5	4 / 2	N	30	analyze story elements	draw conclusions
The Three Little Pigs Wise Up and The Princess, The Prince, and the Vegetables	3	2	N	30	analyze character	identify cause and effect
The Tortoise and the Hare, The Ant and the Grasshopper, The Lion and the Mouse	2	2	N	30	analyze character	make judgments
The Writing on the Wall, Tia's Bad Day	3	4	N	30	analyze story elements	draw conclusions
Treasured Possessions	2	10	N	30	draw conclusions	make judgments
Why Polar Bears Like Snow . . . and Flamingos Don't	3	8	N	30	compare and contrast	use text features to locate information
Yum, Yum, Yum! Favorite Foods Invented by Accident	5	1	N	30	identify cause and effect	summarize information
A Whaling Community: New Bedford, Massachusetts	3	10	O	34	draw conclusions	compare and contrast
Animal Behaviorists	3	7	O	34	make predictions	make inferences
Bridges: Body Systems: The Respiratory and Circulatory Systems	4	7	O	34	draw conclusions	summarize information
Bridges: Chemistry in Medicine	3	1	O	34	identify main idea and supporting details	summarize information
Bridges: Native Americans at the Time of the Explorers	4	3	O	34	make inferences	summarize information, use graphic features to interpret information, use text features to locate information
Bridges: The Voyages of Christopher Columbus	3	3	O	34	identify sequence of events	summarize information, use graphic features to interpret information, use text features to locate information
Citizens Who Made a Difference	4	10	O	34	make judgments	analyze character, compare and contrast, use graphic features to interpret information

Complete List of Benchmark Literacy Levelled Texts by Level

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Daily Life Around the World	3	5	O	34	make inferences	draw conclusions, use graphic features to interpret information
From Broad Street to Beacon Hill: An Irish Immigrant Experience; Rocket Girl: A Story of the Civil Rights Movement	3 / 5	3 / 3	O	34	make judgments	interpret figurative language, analyze character
From Caves to Canvas	3	6	O	34	evaluate fact and opinion	compare and contrast, use graphic features to interpret information, use text features to locate information
Great Inventions and Where They Came From	4	8	O	34	evaluate author's purpose	identify main idea and supporting details, make inferences, use text features to locate information
Habitat Rescue	3	9	O	34	identify cause and effect	draw conclusions, use text features to locate information
Habitats of South America	3	8	O	34	compare and contrast	draw conclusions, use graphic features to interpret information
Johnny Appleseed Gets His Name, Glooscap Makes the Seasons	3	8	O	34	analyze character	evaluate author's purpose
Medical Pioneers	4	5	O	34	compare and contrast	identify main idea and supporting details, evaluate author's purpose, use graphic features to interpret information
Michelle Obama, Barack Obama	4	2	O	34	identify sequence of events	analyze character
Music Counts	4	1	O	34	identify main idea and supporting details	use graphic features to interpret information
My Best Moment	4	9	O	34	evaluate fact and opinion	analyze character
Our Solar System: The Moon	4	4	O	34	summarize information	use text features to locate information
Sports Legends	3	2	O	34	analyze character	identify cause and effect, use graphic features to interpret information
Stay Under the Seal!; Different Isn't Ugly; Oh, My Aching Back!	5	9	O	34	make judgments	evaluate author's purpose
Storm Chasers	3	4	O	34	analyze story elements	make inferences, make predictions
The Life Cycle of Plants	4	6	O	34	identify cause and effect	analyze text structure and organization, use graphic features to interpret information
Yeh-Shen, The Toad Bridegroom	3	7	O	34	analyze story elements	draw conclusions
Anansi and Sky King, Hare and Lion	3	7	P	38	make predictions	analyze story elements

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Bridges: Battles of the American Revolution: Saratoga	4	2	P	38	identify sequence of events	summarize information, use graphic features to interpret information, use text features to locate information
Bridges: Body Systems: Human Cells	3	8	P	38	compare and contrast	make inferences, summarize information, use graphic features to interpret information, use text features to locate information
Bridges: Gold	3	1	P	38	identify main idea and supporting details	draw conclusions, summarize information, use graphic features to interpret information, use text features to locate information
Communities Helping Communities	4	10	P	38	make judgments	evaluate author's purpose, identify cause and effect, use text features to locate information
Davy Crockett, John Henry, Keelboat Annie	4	8	P	38	evaluate author's purpose	analyze story elements
George Washington, Abraham Lincoln	3	1	P	38	identify sequence of events	analyze character
Global Alert	4	6	P	38	identify cause and effect	make judgments, use graphic features to interpret information
Human Body Math	3	9	P	38	identify cause and effect	make inferences, summarize information, use graphic features to interpret information
Liquids and Gases	4	5	P	38	compare and contrast	identify cause and effect, use text features to locate information
Math in the Garden	3	3	P	38	identify sequence of events	make predictions, use graphic features to interpret information
Math To Munch On	4	4	P	38	summarize information	identify sequence of events, draw conclusions, use graphic features to interpret information
Max's Glasses	3	2	P	38	analyze character	make inferences, make predictions
Memorable Misadventures	3	6	P	38	evaluate fact and opinion	evaluate author's purpose
My Running Log	3	6	P	38	evaluate fact and opinion	make predictions
Our "Current" World	4	7	P	38	draw conclusions	compare and contrast, use text features to locate information
Our Government	4	1	P	38	identify main idea and supporting details	draw conclusions, use text features to locate information
Sleeping Beauty, Puss in Boots	3	4	P	38	analyze story elements	draw conclusions

Complete List of Benchmark Literacy Levelled Texts by Level

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Some Pigs and a Not-So-Big-Bad Wolf; Best Fairy Tale Ever!; Three Cheers for Two Clever Children	4	9	P	38	evaluate fact and opinion	make judgments
Survival at Plymouth, A Helping Hand in New Amsterdam	4	3	P	38	make inferences	analyze story elements, interpret figurative language
Three Historical Communities of North America	3	5	P	38	make inferences	compare and contrast, use text features to locate information
Three Immigrant Communities: New York City in 1900	3	10	P	38	draw conclusions	make inferences, use graphic features to interpret information
Town Mouse and Country Mouse, Belling the Cat, The Dog and The Wolf	3	10	P	38	make judgments	analyze story elements
A Joyful Moment	4	2	Q	40	analyze character	identify sequence of events
A Trip to Remember	4	8	Q	40	evaluate author's purpose	analyze text structure and organization
Animals at the Extremes	4	5	Q	40	compare and contrast	use graphic features to interpret information
Animals of Asia	4	4	Q	40	summarize information	compare and contrast, use graphic features to interpret information
Animals of North America	3	5	Q	40	make inferences	identify cause and effect, use graphic features to interpret information
Being a Bug Scout	3	3	Q	40	identify sequence of events	use graphic features to interpret information, use graphic features to interpret information, use text features to locate information
Bridges: Geography of Mexico	4	3	Q	40	make inferences	use graphic features to interpret information, use graphic features to interpret information, use text features to locate information
Bridges: Protecting Our Oceans	4	6	Q	40	identify cause and effect	summarize information
Buried Treasure, Holiday Hazard	5	7	Q	40	make predictions	analyze story elements
Casey Jones, Pecos Bill and Bluefoot Sue	4	8	Q	40	analyze character	make predictions
Click-Clack, Who's There?; Brooke and the Perfect Project	6	2	Q	40	analyze story elements	analyze text structure and organization
Colonial Times	4	1	Q	40	identify main idea and supporting details	evaluate author's purpose, use text features to locate information
Earth: Fast Changes	3	9	Q	40	identify cause and effect	draw conclusions, use graphic features to interpret information
Hansel and Gretel, Rumpelstiltskin	4	7	Q	40	analyze story elements	identify cause and effect

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Making Great Greeting Cards and Gifts	4	2	Q	40	identify sequence of events	use graphic features to interpret information, use text features to locate information
New Kid in School; Many Happy Returns	6	6	Q	40	analyze story elements	make judgments
Old Oak Park	3	6	Q	40	evaluate fact and opinion	identify main idea and supporting details
Our Solar System	3	8	Q	40	compare and contrast	evaluate author's purpose, use graphic features to interpret information, use text features to locate information
Rough-Face Girl, The Red Swan	3	4	Q	40	analyze story elements	identify sequence of events
Slow and Steady Wins the Race, Luke and the Books	4	4	Q	40	analyze story elements	identify sequence of events
The Dog Did My Homework, Bigger	3 / 5	7 / 4	Q	40	make predictions	evaluate author's purpose
The Maya	4	7	Q	40	draw conclusions	analyze text structure and organization, summarize information, use text features to locate information
The Milkmaid and Her Pails, Sun and Wind, The Bundle of Sticks	4	10	Q	40	make judgments	summarize information
The Northeast	4	9	Q	40	evaluate fact and opinion	identify cause and effect, use graphic features to interpret information,
The Southeast	3	1	Q	40	identify main idea and supporting details	draw conclusions, use graphic features to interpret information
The Wizard of Oz, Peter Pan	6	9	Q	40	make judgments	evaluate fact and opinion
What Makes a Plant a Plant?	3	10	Q	40	draw conclusions	use graphic features to interpret information
Why Mole Lives Underground, The Story of Lightning and Thunder, Why Opossum's Tail Is Gray	4	6	Q	40	identify cause and effect	interpret figurative language
Women Who Dared	3	2	Q	40	analyze character	use graphic features to interpret information
A Voice for the Animals	4	8	R	40	evaluate author's purpose	draw conclusions, make judgments, use graphic features to interpret information
After the Earthquake	5	6	R	40	identify cause and effect	summarize information, use graphic features to interpret information, use text features to locate information
American Beginnings: You're Right There!	4	3	R	40	make inferences	analyze story elements
Animals of Africa	5	4	R	40	summarize information	evaluate author's purpose, use text features to locate information

Complete List of Benchmark Literacy Levelled Texts by Level

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Astronomers	5	8	R	40	evaluate author's purpose	identify main idea and supporting details, make judgments, use graphic features to interpret information, use text features to locate information
Atalanta's Race, King Midas and the Golden Touch, The Flight of Daedalus and Icarus	5	6	R	40	analyze character	make judgments
Ben Franklin, Apprentice Printer, The Education of Abigail Adams	4 / 6	3 / 3	R	40	make inferences	analyze story elements
Brer Rabbit and Sis Cow, Terrapin Races Rabbit	4	5	R	40	analyze story elements	compare and contrast
Bridges: Alexander the Great	5	3	R	40	make inferences	analyze character, summarize information, use graphic features to interpret information, use text features to locate information
Bridges: Ancient Greece	3	1	R	40	identify main idea and supporting details	summarize information, use graphic features to interpret information, use text features to locate information,
Bridges: Egypt, Nubia, and Kush	4	5	R	40	compare and contrast	identify cause and effect, summarize information, use graphic features to locate information, use text features to locate information
Bridges: India and China	4	10	R	40	make judgments	make inferences, summarize information, use graphic features to locate information, use text features to locate information
Bridges: Life of a Star	5	2	R	40	identify sequence of events	summarize information, use graphic features to interpret information, use text features to locate information
Daniel Boone, Sal Fink, Paul Bunyan	3	2	R	40	analyze character	identify cause and effect
Doomed to Disappear? Endangered Species	4	7	R	40	draw conclusions	use graphic features to interpret information
E.T.: The Extra-Terrestrial; Star Wars: A New Hope	5	10	R	40	make judgments	draw conclusions
Earth: Measuring Its Changes	4	6	R	40	identify cause and effect	draw conclusions, use graphic features to interpret information
Father, Son, and Donkey, The Miser and His Gold	4	10	R	40	analyze story elements	analyze character
Gold Rush!	3	3	R	40	identify sequence of events	identify cause and effect, draw conclusions, use graphic features to interpret information

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Human Body	5	7	R	40	draw conclusions	identify cause and effect, identify sequence of events, use graphic features to interpret information, use text features to locate information
Lasers	6	7	R	40	identify main idea and supporting details	evaluate author's purpose
Light and Sound Technology	3	9	R	40	identify cause and effect	summarize information, use text features to locate information
Marian Anderson, Frida Kahlo	4 / 5	1 / 5	R	40	identify cause and effect	compare and contrast
Math To Build On	3	5	R	40	make inferences	use text features to locate information
Mathematical Thinkers	5	5	R	40	compare and contrast	analyze text structure and organization, summarize information, compare and contrast
My Trip to the Galápagos Islands	4	2	R	40	identify sequence of events	use graphic features to interpret information
Organic Farming	4	9	R	40	evaluate fact and opinion	make judgments
Pioneers in Medicine	4	1	R	40	identify main idea and supporting details	identify sequence of events, use graphic features to interpret information
Pocahontas, Squanto	3 / 6	8 / 1	R	40	compare and contrast	evaluate author's purpose
Ponce de León and the True Fountain of Youth; Sail On, Columbus!	3	10	R	40	draw conclusions	identify sequence of events, interpret figurative language
Soccer World Magazine	5	9	R	40	evaluate fact and opinion	evaluate fact and opinion, summarize information
Sports Math	4	9	R	40	evaluate fact and opinion	evaluate fact and opinion, use text features to locate information
The Inca	5	1	R	40	identify main idea and supporting details	identify cause and effect, use graphic features to interpret information
The Magic Passport	3	7	R	40	make predictions	make inferences, analyze text structure and organization
The Pacific Northwest	3	6	R	40	evaluate fact and opinion	draw conclusions, use graphic features to interpret information
The Southwest	4	4	R	40	summarize information	draw conclusions, use graphic features to interpret information
Why Mosquitoes Buzz in People's Ears, How Leopard Got His Spots, How Giraffe Got Such a Long Neck	3	4	R	40	analyze story elements	draw conclusions

Complete List of Benchmark Literacy Leveled Texts by Level

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
A Game Is a Game—Or Is It?; Buff Goes Wild!	4	5	S	44	compare and contrast	identify cause and effect
American History Adds Up	5	10	S	44	make judgments	analyze text structure and organization, identify cause and effect
Animal Adventures	4	4	S	44	summarize information	analyze character, make inferences
Chemistry in the Kitchen	5	2	S	44	identify sequence of events	compare and contrast, use graphic features to interpret information
Conquering Mount Everest	4	7	S	44	draw conclusions	evaluate author's purpose, use graphic features to interpret information
Diamonds	4	9	S	44	evaluate fact and opinion	use graphic features to interpret information
Having Healthful Habits	4	8	S	44	evaluate author's purpose	analyze text structure and organization, draw conclusions, use text features to locate information
In the Footprints of the Yeti, Stalked by Bigfoot	5	8	S	44	evaluate author's purpose	interpret figurative language
Linda's Journal, Jalissa and the Grand Finale	5	2	S	44	evaluate author's purpose	draw conclusions
Matilda, Charlie and the Chocolate Factory	5	9	S	44	evaluate fact and opinion	evaluate author's purpose
Odysseus and the Cyclops, Circe Enchants Odysseus, The Call of the Sirens	5 / 6	5 / 5	S	44	compare and contrast	analyze story elements, interpret figurative language
Plants We Use	4	1	S	44	identify main idea and supporting details	evaluate author's purpose, use graphic features to interpret information
Shaping the Constitution	4	2	S	44	identify sequence of events	draw conclusions, use graphic features to interpret information
The American Revolution	5	6	S	44	identify cause and effect	draw conclusions
The Greenville Gazette	5	9	S	44	evaluate fact and opinion	use graphic features to interpret information
The Lewis and Clark Expedition: Crossing the Rocky Mountains; Building the Transcontinental Railroad: Blasting Through the Sierra Nevadas	5	3	S	44	make judgments	evaluate author's purpose
The Ogs Discover Fire and Other Stuff	5	3	S	44	make inferences	analyze story elements
The Transcontinental Railroad	4	3	S	44	make inferences	summarize information, use graphic features to interpret information
The Voyages of Christopher Columbus	5	1	S	44	identify main idea and supporting details	identify sequence of events, use text features to locate information
The World War II Years	4	10	S	44	make judgments	analyze character

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Tsunamis	5	4	S	44	summarize information	use graphic features to interpret information
Weatherworks	4	6	S	44	identify cause and effect	identify sequence of events, use graphic features to interpret information
Whose Song Is It, Anyway?; The Mixed-Up Guitar Case	5 / 6	7 / 4	S	44	draw conclusions	make predictions
World Beneath the Waves	6	8	S	44	summarize information	use text features to locate information
Animals of the Sea	6	5	T	44	compare and contrast	identify main idea and supporting details, use graphic features to interpret information, use text features to locate information
Battles of the American Revolution: Saratoga	6	3	T	44	make inferences	summarize information, identify cause and effect, use graphic features to interpret information
Body Systems: Skeletal and Muscular	6	6	T	44	identify cause and effect	summarize information, use graphic features to interpret information
Catastrophic Storms	5	8	T	44	evaluate author's purpose	compare and contrast, use graphic features to interpret information
Charlotte's Web, Stuart Little	6	9	T	44	evaluate fact and opinion	make judgments
Chemistry in Medicine	6	1	T	44	identify main idea and supporting details	identify cause and effect, use text features to locate information
Electricity Adds Up	5	4	T	44	summarize information	analyze text structure and organization, draw conclusions, use text features to locate information
Electrifying Personalities	5	2	T	44	identify sequence of events	identify cause and effect, use text features to locate information,
From Pyramids to Skyscrapers	6	2	T	44	identify sequence of events	evaluate author's purpose, draw conclusions, use graphic features to interpret information, use text features to locate information
Gold	6	7	T	44	draw conclusions	use graphic features to interpret information
Hercules' 11th Labor, Pandora's Box, Demeter & Persephone	5	10	T	44	make judgments	identify sequence of events
Human Emotions	5	7	T	44	draw conclusions	evaluate author's purpose, compare and contrast
Lewis and Clark	5	1	T	44	identify main idea and supporting details	make predictions, identify cause and effect, use graphic features to interpret information

Complete List of Benchmark Literacy Levelled Texts by Level

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Native Americans at the Time of the Explorers	5	3	T	44	make inferences	draw conclusions, use graphic features to interpret information
Native Peoples	5	5	T	44	compare and contrast	evaluate fact and opinion, use graphic features to interpret information, use text features to locate information
Perspectives on the American Revolution	5 / 6	10 / 10	T	44	evaluate fact and opinion	compare and contrast
Plant Genetics	5	10	T	44	make judgments	identify sequence of events, identify main idea and supporting details, use graphic features to interpret information, use text features to locate information
Portraits in Greatness	5	9	T	44	evaluate fact and opinion	evaluate author's purpose, use graphic features to interpret information, use text features to locate information
Sarah Emma Edmonds: Union Soldier and Spy; Clara Barton: Battlefield Nurse	6	8	T	44	evaluate author's purpose	analyze story elements
Space Exploration	5	6	T	44	identify cause and effect	summarize information, use graphic features to locate information
Technology and the Civil War	6	4	T	44	summarize information	compare and contrast, use graphic features to interpret information
The Missing Necklace; Stop, Thief!	5	7	T	44	make inferences	make predictions
The Trouble with Northrup, A Trampoline's Highs and Lows, Jimmy Aaron's Best Worst Day of Fifth Grade	5	8	T	44	evaluate author's purpose	analyze character, interpret figurative language
Voices from the Civil War	6	10	T	44	make judgments	use graphic features to interpret information
A "Miracle" Material	5	7	U	50	draw conclusions	use graphic features to interpret information
Body Systems: Human Cells	5	3	U	50	make inferences	draw conclusions, use graphic features to interpret information
Dino-Pals Are Dyno-Mite!; Earth Is All the Home We Have	6	8	U	50	evaluate author's purpose	make inferences, interpret figurative language
Dred Scott and the Supreme Court	5	10	U	50	make judgments	summarize information, use text features to locate information
Earth: The Water Planet	5	8	U	50	evaluate author's purpose	identify main idea and supporting details, identify cause and effect, use graphic features to interpret information

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Escape to Freedom: The Underground Railroad	6	7	U	50	draw conclusions	analyze character
Establishing the U.S. Economy	5	5	U	50	compare and contrast	make predictions, use graphic features to interpret information
Explorers of the Americas	6	1	U	50	identify main idea and supporting details	analyze text structure and organization, identify cause and effect, use graphic features to interpret information
Forensics: Chemistry and Crime	6	3	U	50	make inferences	analyze text structure and organization, use text features to locate information
Frederick Douglass, Sojourner Truth	6	2	U	50	identify sequence of events	compare and contrast
Homework from the Future, The Encouragement App	5	4	U	50	summarize information	evaluate author's purpose
Iron	5	6	U	50	identify cause and effect	make inferences, use text features to locate information
John Adams, Abigail Adams	5	5	U	50	compare and contrast	summarize information
Math in a Democracy	6	4	U	50	summarize information	compare and contrast, use text features to locate information
Newcomers to America	5	9	U	50	evaluate fact and opinion	identify sequence of events
People of the American Revolution	5	4	U	50	summarize information	analyze character, use text features to locate information
Riches from Earth	5	1	U	50	identify main idea and supporting details	summarize information, use graphic features to interpret information
Robin Hood Shoots for the Queen, The Story of William Tell, The Sword in the Stone	6	10	U	50	make judgments	analyze character
Should School Be Year-Round?	6	9	U	50	evaluate fact and opinion	make judgments
Stable Boy at the Alamo; <i>Monitor vs. Merrimack</i> : Clash of the Ironclads	5	2	U	50	identify sequence of events	analyze story elements
Trackers of Dynamic Earth	6	5	U	50	compare and contrast	analyze character, use text features to locate information
Working with Electricity and Magnetism	6	6	U	50	identify cause and effect	compare and contrast, draw conclusions, use graphic features to interpret information
Yukon Adventures Magazine	5	1	U	50	evaluate author's purpose	analyze text structures and organization
Abimanyu, Mulan	6	8	V	60	evaluate author's purpose	interpret figurative language

Complete List of Benchmark Literacy Levelled Texts by Level

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Ancient Greece	5	1	V	60	identify main idea and supporting details	draw conclusions, use graphic features to interpret information
Art in the Renaissance	5	5	V	60	compare and contrast	summarize information, use text features to locate information
Basic Heredity	5	8	V	60	evaluate author's purpose	identify cause and effect, use text features to locate information
Campus Attack, Sabotage!	6	3	V	60	make inferences	analyze story elements
Cells	5	4	V	60	summarize information	draw conclusions, identify cause and effect, use graphic features to interpret information
Claude Monet, Edgar Degas, Mary Cassatt, Vincent van Gogh	6	9	V	60	evaluate fact and opinion	evaluate fact and opinion, identify cause and effect
Deforestation and Desertification	6	10	V	60	make judgments	use graphic features to interpret information
Energy Resources	6	5	V	60	compare and contrast	
Forces and Motion on Earth	5	7	V	60	draw conclusions	identify cause and effect
Geography of Canada	5	6	V	60	identify cause and effect	identify cause and effect, use graphic features to interpret information
Government in Ancient Times	6	2	V	60	identify sequence of events	
Interactions of Matter	6	6	V	60	identify cause and effect	
Jake Digs a Hole, Luke and the Bug Man	5	3	V	60	make inferences	make predictions
Living Things and Their Environments	6	7	V	60	draw conclusions	
Science Measuring Tools	6	1	V	60	identify main idea and supporting details	use graphic features to interpret information
The Best Place to Live: City, Country, Suburbs	5	10	V	60	make judgments	analyze text structure and organization
The Brain	6	9	V	60	evaluate fact and opinion	identify main idea and supporting details
The Key in the Cave, Brooke Leaves the Group	6	2	V	60	evaluate author's purpose	analyze character
The Rumor Report, The Big Jump	6	6	V	60	identify cause and effect	compare and contrast, interpret figurative language
The Seven Wonders of the Ancient World	5	9	V	60	evaluate fact and opinion	use graphic features to interpret information
The Tools of Scientists	6	4	V	60	summarize information	
Using Math in Science	5	2	V	60	identify sequence of events	
Atlantis, El Dorado	6	8	W	60	evaluate author's purpose	analyze text structure and organization

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Cocijo's Gift to the People, Manco Capac and the Golden Rod, Quetzalcoatl Creates People	6	10	W	60	make judgments	identify sequence of events
Disasters of Technology	5	6	W	60	identify cause and effect	make judgments, use text features to locate information
Dream Pilot, Erased	6	7	W	60	draw conclusions	analyze story elements
Frans Hals, Johannes Vermeer, Rembrandt van Rijn	6	9	W	60	evaluate fact and opinion	make judgments
Genetic Disorders	5	9	W	60	evaluate fact and opinion	summarize information, use text features to locate information
Geography of Mexico	5	3	W	60	make inferences	use graphic features to interpret information
India and China	6	4	W	60	summarize information	
Interactions of Living Things	6	3	W	60	make inferences	
Julius Caesar, Cleopatra	6	1	W	60	evaluate fact and opinion	analyze historical perspective
Land Biomes	6	5	W	60	compare and contrast	
Life of a Comet	6	1	W	60	identify main idea and supporting details	summarize information, use graphic features to locate information
Pharaohs, Pyramids, and Mummies	5	8	W	60	evaluate author's purpose	use text features to locate information
Ra Creates the World, Isis and Osiris, The Death and Rebirth of Osiris	6	5	W	60	make inferences	make predictions, interpret figurative language
Relationships in Nature	5	4	W	60	summarize information	identify main idea and supporting details, use text features to locate information
Severe Weather	6	6	W	60	identify cause and effect	
The Great Depression by the Numbers	5	7	W	60	draw conclusions	summarize information, identify cause and effect, use graphic features to interpret information
The US Government: 1803–1861	5	2	W	60	identify sequence of events	
Tomb Robbers! A Story of Ancient Egypt; The Strong and the Weak: Hammurabi's Code	6	2	W	60	identify sequence of events	analyze character
Varuna Takes a Job with the Census, An Attack on the Starship <i>Mayflower</i> in the Year 2647	6	8	W	60	make inferences	evaluate author's purpose
Voting Rights	5	10	W	60	make judgments	

Complete List of Benchmark Literacy Levelled Texts by Level

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
Weather on Earth	5	1	W	60	identify main idea and supporting details	
Women in the Renaissance	5	5	W	60	compare and contrast	summarize information, use text features to locate information
A Western Activity Book	6	2	X	60	identify sequence of events	compare and contrast, use graphic features to interpret information
Advances in Genetics	6	7	X	60	draw conclusions	identify cause and effect, use graphic features to interpret information
Along the 21st-Century Silk Road	6	7	X	60	evaluate fact and opinion	use text features to locate information
Carbon Chemistry	6	3	X	60	make inferences	
Citizenship in Ancient Times	6	5	X	60	compare and contrast	
Daily Life in Medieval Times	6	1	X	60	identify main idea and supporting details	
Egypt, Nubia, and Kush	6	6	X	60	identify cause and effect	compare and contrast, summarize information
Energy Sources for the 21st Century	6	9	X	60	evaluate fact and opinion	use graphic features to interpret information
Foundations of Matter	6	3	X	60	make inferences	
Geography of South America	6	4	X	60	summarize information	draw conclusions, use graphic features to interpret information
Government Systems	6	5	X	60	compare and contrast	
Inquiry and Investigation	6	8	X	60	evaluate author's purpose	
Isaac Newton and His Laws of Motion	6	8	X	60	evaluate author's purpose	draw conclusions, use graphic features to interpret information
Mahatma Gandhi, Nelson Mandela	6	10	X	60	evaluate fact and opinion	analyze character
Mars and Venus: Space Exploration	6	7	X	60	draw conclusions	compare and contrast, use graphic features to interpret information
Mere Moments: A Story of Pearl Harbor; The Day the Towers Fell	6	3	X	60	evaluate author's purpose	interpret figurative language
Minerals and Rocks	6	4	X	60	summarize information	
Reconstruction After the Civil War	6	10	X	60	make judgments	
Runt Takes the Cake, Murder Island	6	4	X	60	make inferences	analyze story elements, make predictions
The 1960s: Times of Change	6	9	X	60	evaluate fact and opinion	compare and contrast

Title	Grade	Unit	Letter Level	Number Level	Benchmark Literacy Primary Comprehension Strategy	Secondary Comprehension Strategies
The Formation of the US Economy: 1700–1861	6	2	X	60	identify sequence of events	
The Structure of Earth	6	1	X	60	identify main idea and supporting details	
Three Twentieth-Century Dictators	6	10	X	60	make judgments	analyze character, compare and contrast, use graphic features to interpret information
Volcanoes: Nature's Awesome Power	6	6	X	60	identify cause and effect	identify cause and effect

Leveled Text Conversion Guide

Developmental Category	Grade Level	Letter Level	Number Level	Lexile® Level
EMERGENT	K	A	1	BR*–420L
		B	2	
		C	3, 4	
EMERGENT / EARLY	K-1	D	5, 6	
		E	7, 8	
EARLY	1	F	9, 10	BR*–420L
		G	11, 12	
		H	13, 14	
		I	15, 16	
EARLY / FLUENT	1-2	J	18	420L–820L
	2	K	20	
		L	24	
	2-3	M	28	
FLUENT	3	N	30	420L–820L
		O	34	
		P	38	
	4	Q	40	740L–1010L
		R	40	
	4-5	S	44	
		T	44	
	5	U	50	925L–1185L
		V	60	
	5-6	W	60	
		X	60	
		Y	70	
ADVANCED FLUENT	6-7	Z	80	1050L–1335L
	8-9	Z+	90	
	9+			

*Beginning Reading

Benchmark Literacy Glossary

Accented Syllable	an emphasis given to a syllable through one or more of these factors: loudness, change of pitch, and longer duration
Adjustable Scaffolds	varying degrees of support and interactions in the classroom setting that help students reach higher levels of literacy development
Anchor Comprehension Posters	provide a context for explicit comprehension strategy instruction
Benchmark Literacy Toolkit	a kit that accompanies Benchmark Literacy containing a program overview, quick start guide, comprehensive assessment resources, and professional development resources
Closed Syllable	a syllable or morpheme that precedes one or more consonants, as in /a/ in hat
Conferencing	a discussion between the teacher and student regarding student work
Diphthong	a vowel sound produced when the tongue moves or glides from one vowel sound to another vowel or semivowel sound in the same syllable. Examples: bee , bay , boo , boy , and bough
Fiction and Nonfiction Big Books	allow students to apply reading strategies in the context of engaging literary experiences
Fluency Posters	target specific expressive reading skills that support comprehension
Fluent Reader	a reader whose performance exceeds normal expectation with respect to age and ability
Formal Assessment	an assessment that is both an instructional tool that a teacher and student use while learning is occurring and an accountability tool to determine if learning has occurred. Note: BL Formal Assessments include Comprehension Strategy Assessment Handbooks for Grades K–6
Formal Assessments	the collection of data using standardized tests or procedures under controlled conditions
Genre Workshop Posters	introduce the features of key genres found in English language arts standards, and provide mentor texts for students to analyze
Gradual Release of Responsibility	teacher gradually releases responsibility to students as they begin to see themselves as readers; students take on more roles in the reading process
Grapheme	a written or printed representation of a phoneme, as b for /b/ and oy for /oi/ in boy

High-Frequency Word	a word that appears many more times than most other words in spoken or written language
Homograph	a word with the same spelling as another word whether or not pronounced alike, as pen (a writing instrument) vs. pen (enclosure)
Homonym	a word with different origin and meaning but the same oral or written form as one or more other words, as bear (an animal) vs. bear (to support) vs. bare (exposed)
Homophone	a word with different origin and meaning, but the same pronunciation as another word, whether or not spelled alike, as hare and hair
Idiom	an expression that does not mean what it literally says, as to “have the upper hand” has nothing to do with hands
Independent Reading Level	the readability or grade level of material that is easy for a student to read with few word-identification problems and high comprehension
Inflection	the process or result of changing the form of a word to express a syntactic function without changing the word’s grammatical class, as run to ran or run to runs
Informal Assessments	evaluations by casual observation or by other non-standardized procedures. Note: BL Informal Assessments include Informal Assessment Handbooks for reading comprehension, writing, spelling, fluency, vocabulary and English language development provide teacher observation checklists, forms, and rubrics for ongoing assessment
Initial Blend	the joining of two or more consonant sounds, represented by letters that begin a word without losing the identity of the sounds, as /bl/ in black , /skr/ in scramble
Instructional Reading Level	the reading ability or grade level of material that is challenging, but not frustrating for the student to read successfully with normal classroom
Intonation	the distinctive patterns of pitch that contribute to the meanings of spoken phrases and sentences as between commands and questions such as “Go now!” and “Go now?”
Listening Center	a place where a student can use a headset to listen to recorded instructional material
Listening Vocabulary	the number of words a person understands when they are heard in speech; hearing vocabulary
Meaning Vocabulary	the number of meanings or concepts a person knows for words
Metacognition	awareness and knowledge of one’s mental processes such that one can monitor, regulate, and direct them to a desired end; self mediation; “thinking about thinking”
Metacognitive Strategies	the underlying strategies all good readers apply before, during, and after they read to actively think about a text and monitor comprehension

Miscue	a term to describe a deviation from text during oral reading or a shift in comprehension of a passage
Miscue Analysis	a formal examination of the use of miscues as the basis for determining the strengths and weaknesses in the background experiences and language
Modeling	teachers using clear demonstrations and explicit language
Mood	the effect created by the author's use of various literary devices
Multicultural Literature	writing that reflects the customs, beliefs, and experiences of people of differing nationalities and races
Open Syllable	a syllable ending in a vowel sound rather than a consonant
Oral Reading	the process of reading aloud to communicate to another or to an audience
Phonological Awareness	awareness of the constituent sounds of words in learning to read and spell (by syllables, onsets and rimes, and phonemes)
Phrasing	the way in which words are chosen and grouped in speaking or writing
Pitch	the rise and fall of the voice when speaking
Print Awareness	a learner's growing recognition of conventions and characteristics of a written language including directionality, spaces between words, etc.
Print Concept Development	the growing recognition that print needs to be arranged in an orderly way to communicate information in reading and writing
Quick Phonics Assessment (QPA)	a screener that provides task-specific one-on-one assessments to evaluate K–2 students' phonological and phonics development
Readability	ease of comprehension because of style of writing
Reader's Response Log	a written record of materials read and the reader's personal reactions to them
Reader's Theater Big Books/Lap Books	help teachers model concepts about print, early reading strategies, and fluency skills to scaffold young students toward small-group rehearsal and performances
Reader's Workshop	that part of a literature-based reading program in which students engage in reading and responding to trade books, including small-group discussions with the teacher to learn or review key concepts about reading and literature
Reading Comprehension	the act or result of applying comprehension processes to attain the meaning of a graphic communication
Reading Log	a student-kept record of books read during a specified period, usually by date and sometimes including the number of pages in each book

Reflective Writer	in writing instruction, a writer who tends to rework a composition with the needs of an audience in mind
Running Record	a cumulative account of selected behavior, as of that of a student noted by a teacher over time
Scaffolding	in learning, the gradual withdrawal of adult support, as through instruction, modeling, questioning, feedback, etc. for a child's performance across successive engagement, thus transferring more and more autonomy to the child
Sight Word	a word that is immediately recognized as a whole and does not require word analysis for identification
Speaking Vocabulary	the number of different words ordinarily used by a person for meaningful oral communication
Structural Analysis	the identification of word-meaning elements, as re and read in reread
Teacher Resource System (TRS)	contains 10 units of explicit instruction focusing on metacognitive and text comprehension skills/strategies for Benchmark Literacy
Teacher Resource Web Site	a free Benchmark Education Web site that provides a searchable database of titles, levels, subject areas, themes, and comprehension strategies; site contains downloadable resources including literacy texts and Teacher's Guides, Comprehension Question Cards, oral reading records, take-home books, and assessment resources
Text Analysis	the analysis of the structural characteristics of the text, coherence, organization, concept load, etc.
Text Structure	the various patterns of ideas that are embedded in the organization of text
Think-Aloud	a metacognitive technique or strategy in which the teacher verbalizes aloud while reading a selection orally, thus modeling the process of comprehension
Tone	the author's attitude reflected in the style of the written word
Unaccented Syllable	the syllable(s) with least stress or emphasis
Visual Cue	a distinctive sight feature that triggers a response: especially, a distinctive shape that aids in identification of a letter, letter group, or word
Word Sort	a vocabulary-development and word-study activity in which words on cards are grouped according to designated categories, as by spelling patterns, vowel sounds, shared meanings, etc.
Word Study	vocabulary-building exercises; practice in word identification, as in phonics, structural analysis; spelling practice

Word Study & Vocabulary Overview and Assessment Handbooks	provide task-specific group assessments that enable teachers to identify students' strengths and weaknesses
Writer's Workshop	a block of time devoted to student planning, drafting, and editing compositions for publication, often involving peer collaboration
Writing Process	the many aspects of the complex act of producing a written communication; specifically planning or prewriting, drafting, revising, editing, and publishing
Writing Vocabulary	the number of different words ordinarily used in writing. Note: the writing vocabulary is usually but not always smaller than the reading, speaking, and listening vocabularies

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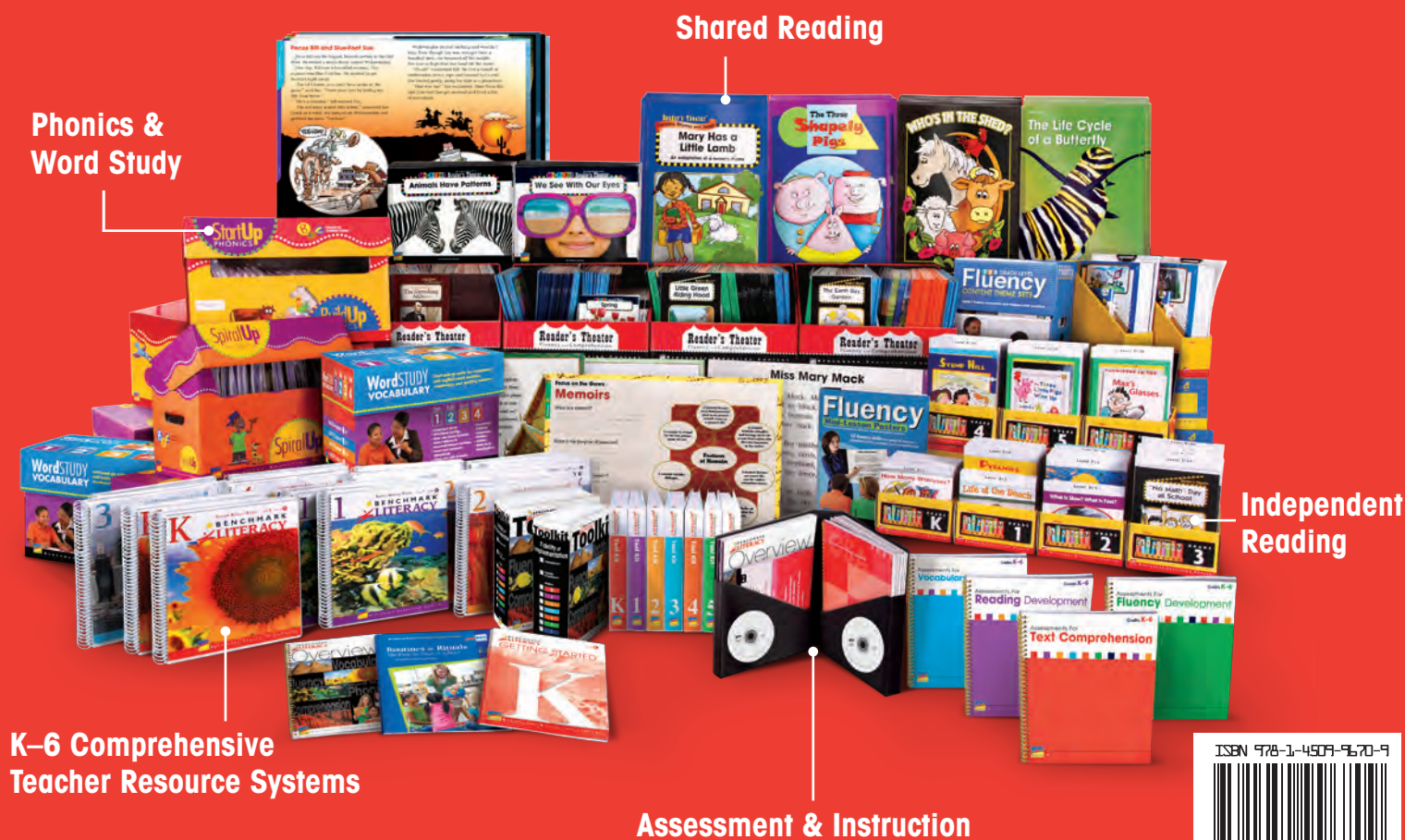
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