



School District of the City of St. Charles

K-8 Remedial Reading Program Guide

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Grades K - 8 Remedial Reading Program

TABLE OF CONTENTS

Table of Contents.....	Pg. 2
District Mission Statement.....	Pg. 3
District Vision.....	Pg. 3
District Values.....	Pg. 3
District Goals.....	Pg. 4
Philosophical Foundations.....	Pg. 5
Grades K-8 Remedial Reading Philosophy.....	Pg. 6
Grades K-8 Remedial Reading Course Description.....	Pg. 7
Grades K-8 Remedial Reading Rationale.....	Pg. 8
Grades K-8 Remedial Reading Goals.....	Pg. 9
Grades K-8 Remedial Reading Essential Understanding.....	Pg. 10
Grades K-8 Remedial Reading Scope and Sequence.....	Pg. 11-15

Appendix

Missouri Learning Standards

Missouri Read-Lead-Exceed Initiative

Voyager Passport Intervention White Paper

District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment

- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity

- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly Qualified Staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

K - 8 Remedial Reading Philosophy

It is our philosophy that remedial reading should fill in the gaps in literacy knowledge that obstructs students from being successful. The instruction should be data driven and target the individual needs of the learner. We want all students to reach their full potential and feel successful. We will foster a love of learning and reading through research based programs adopted for St. Charles School District while establishing strong relationships with our students. Through this process, we will help students reach their goals.

K-8 Remedial Reading Course Description

Remedial Reading provides students an intensive, structured opportunity to increase reading, comprehension, and writing skills. The intervention will include instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension strategies for both fiction and non-fiction texts. Students will respond to reading through verbal and written communication. Collaboration between remedial reading teachers, classroom teachers, and instructional coaches ensures a seamless application of reading and writing strategies. Content and skills are research-based and modified from the District K-8 ELA Curriculum. This course:

- Is a structured language arts curriculum that supplements the district curriculum.
- Provides instruction in which students will receive remedial reading services based on assessment criteria such as:
 - Reading benchmarks
 - Running records
 - Anecdotal notes
 - District required assessments
 - Discretion of the Reading Specialist
- Is effective in a small group setting (1 to 3 ratio or smaller is preferred based on research).
- Will serve students with common needs (reading levels, strategies, letters and sounds).
- Will serve as a double dose of reading instruction. It will not replace regular classroom reading instruction.

K-8 Remedial Reading Rationale

Remedial Reading is a vital part of the RtI process to meet the needs of struggling readers through small group instruction.

Remedial Reading teachers will:

- Attend data meetings/Care Team meetings/PLCs
- Act as stakeholders in student group placement
- Communicate with classroom teachers, instructional coaches, and other pertinent stakeholders

To ensure that students' reading goals will be met through data driven decisions.

K - 8 Remedial Reading Goals

It is our goal that remedial reading should be an extension of the regular classroom. Frequent communication between the regular classroom teacher and the reading specialist is essential. This will ensure common language is being used to provide consistency for our students and common student goals and strategies are being used. All students have strengths. As reading specialists, we will provide support by building on those strengths and differentiating instruction according to the individual needs of our students. We want all students to reach their full potential and to feel successful. We will foster a love of learning and reading through engaging activities and establishing strong relationships with our students.

K-8 Remedial Reading Essential Understandings

The goals of the City of St. Charles School District's K-8 Remedial Reading program are developed based on the needs of individual students and with the use of evidence-based instruction. By participating in this program, students will increase proficiency in the areas of:

- Phonemic Awareness- Ability to identify and manipulate language sounds.
- Phonics- Ability to recognize relationships between letters and the sounds they represent.
- Fluency-Ability to read with speed, accuracy, and proper expression.
- Vocabulary- Ability to build, store, and retrieve words and background knowledge.
- Comprehension- Ability to acquire meaning from text.

K-6 Remedial Reading Scope & Sequence

x=skill is instructed

	K	1	2	3	4	5	6
Concepts of Print/Print Awareness							
Identify the front and back of the book	x						
Know where to begin reading	x						
Track print (front to back of book, top to bottom of page, left to right on the line, sweep back left for the next line)	x	x					
Identify and distinguish between letters, words, and sentences	x	x					
Identify the first and last letter of a word	x						
Identify the first and last letter on the page	x						
Distinguish between pictures and words on the page	x						
One to one correspondence	x	x					
Identify capital and lowercase letters	x	x					
Sequence the letters of the alphabet	x						
Recognize punctuation	x	x	x	x	x	x	x
Phonemic Awareness							
Identify and produce rhyme	x	x					
Hear and say initial, medial and ending sounds	x	x					
Blend phonemes	x	x					
Segment phonemes	x	x					
Segment and blend onset and rime	x	x					
Syllabication	x	x	x	x	x	x	x

Initial, medial and ending sound substitution	x	x	x				
Phonics/Word Structure							
Identify and produce consonant sounds	x	x					
Identify and produce short vowel sounds	x	x	x				
Identify and produce long vowel sounds	x	x	x	x	x	x	x
Identify and produce blends		x	x	x			
Identify and produce digraphs	x	x	x	x	x		
Identify and produce vowel combinations (diphthongs)	x	x	x	x	x	x	x
Identify and produce r-controlled vowels		x	x	x	x	x	
Word families	x	x	x	x	x	x	x
Compound Words		x	x	x	x	x	x
Inflectional endings		x	x	x	x	x	x
Multisyllabic word-solving strategies			x	x	x	x	x
Prefixes, suffixes, and root words			x	x	x	x	x
Contractions		x	x	x	x	x	x
Complex consonants (hard and soft sounds)	x	x	x	x	x	x	x
Open and closed syllables				x	x	x	x
High frequency words	x	x	x	x	x	x	x
Irregular spelled words		x	x	x	x	x	x
Apply phonics skills to spelling	x	x	x	x	x	x	x
Apply phonics skills to decoding	x	x	x	x	x	x	x
Fluency							
Rate			x	x	x	x	x

Accuracy	x	x	x	x	x	x	x
Expression	x	x	x	x	x	x	x
Phrasing	x	x	x	x	x	x	x
Self-correcting	x	x	x	x	x	x	x
Thinking Strategies							
Schema/Making Connections	x	x	x	x	x	x	x
Questioning	x	x	x	x	x	x	x
Monitor for Meaning	x	x	x	x	x	x	x
Visualizing	x	x	x	x	x	x	x
Determining Importance	x	x	x	x	x	x	x
Inferring	x	x	x	x	x	x	x
Synthesizing	x	x	x	x	x	x	x
Comprehension (Fiction)							
Make predictions	x	x	x	x	x	x	x
Retell in sequential order	x	x	x	x	x	x	x
Analyze story elements	x	x	x	x	x	x	x
Main idea and details	x	x	x	x	x	x	x
Compare and Contrast	x	x	x	x	x	x	x
Summarize				x	x	x	x
Make inferences	x	x	x	x	x	x	x
Draw conclusions				x	x	x	x
Problem and Solution	x	x	x	x	x	x	x
Author's Purpose				x	x	x	x

Analyze character traits			X	X	X	X	X
Text Features							
Nonfiction text features (photographs, table of contents, maps, glossary, diagrams, labels, captions, headings)	X	X	X	X	X	X	X
Fiction text features (illustrations, title page, dialogue, paragraphs)	X	X	X	X	X	X	X
Use text features to comprehend text	X	X	X	X	X	X	X
Follow directions and steps in a process	X	X	X	X	X	X	X
Text Structures (Nonfiction)							
Ask and answer questions to clarify meaning	X	X	X	X	X	X	X
Compare/Contrast on same topic	X	X	X	X	X	X	X
Cause/Effect				X	X	X	X
Sequence	X	X	X	X	X	X	X
Author's Purpose			X	X	X	X	X
Vocabulary							
Synonyms and Antonyms	X	X	X	X	X	X	X
Nouns, verbs, adjectives	X	X	X	X	X	X	X
Sorting words into conceptual categories	X	X	X	X	X	X	X
Use a variety of resources to learn word meanings	X	X	X	X	X	X	X
Use prefixes, root words, suffixes, inflectional endings, compound words, to determine word meanings		X	X	X	X	X	X
Use Greek and Latin words to determine word meaning					X	X	X
Figurative language, idioms, metaphors, similes				X	X	X	X
Use homographs, homophones, and multiple meaning words			X	X	X	X	X
Analogies					X	X	X

Determine meaning of word from context	x	x	x	x	x	x	x
Responding to Text							
Using text evidence to answer questions	x	x	x	x	x	x	x
Use graphic organizers to gather thoughts	x	x	x	x	x	x	x
Make connections, talk, and write about books	x	x	x	x	x	x	x
Write summaries				x	x	x	x

Every classroom teacher is likely to have at least one or two students with dyslexia. The indicators are easy to see if one knows what to look for (Moats and Dakin, 2008). The following is a list of typical symptoms of dyslexia at each grade level to be used as a guide to understanding the disorder, with the caution that any given student may vary from what is “typical”.

Kindergarten - First Grade

- Has trouble remembering names of letters and recalling them quickly
- Struggles to recall sounds that letters represent
- Struggles to break simple words such as zoo or cheese into separate speech sounds
- Has trouble learning to recognize common words automatically
- Does not spell the sounds of words in a plausible way so that the reader can recognize the words

Second - Third Grade

- Is unable to recognize important and common words by sight without having to laboriously sound them out
- Falters during the sounding out process or letter sounds association process, and recalls the wrong sounds for the letters and letter patterns
- Is a poor speller, with speech sounds omitted, wrong letters for sounds used, and poor recall for even the most common words
- Reads slowly and lacks appropriate expression, marked by many decoding or word recognition errors
- Loses the gist or meaning on the basis of pictures, story theme, or one or two letters
- Has inordinate difficulty with writing or collecting written work

Fourth - Sixth Grade

- Needs extra time on timed oral reading tests
- Will typically do poorly when asked to read lists of single, common words that are taken out of context
- Has poor spelling
- Appears to have a comprehension problem on a reading test, but when comprehension is measured through tests that do not require reading, it is often much better than the reading test would suggest
- May avoid reading and writing at all costs

St. Charles School District K-8 Remedial Reading Resources
Aligned to RtI

Tier 1	<p><i>Literacy involves foundational instruction (phonological awareness, phonics, spelling, word knowledge, fluency) that is integrated with purposeful, authentic reading instruction that focuses on vocabulary and language comprehension. Literacy instruction and practice comes in several different components throughout the school day. Students work in a whole group, small groups, partnerships and individually with their teachers so that personalized instruction can occur.</i></p> <p>Literacy Components and Resources:</p> <p>K-1 Phonemic Awareness (Heggerty) K-4 Phonics, Word Study, Spelling, Vocabulary & Handwriting (Foundations and Geodes) K-6 Reading Workshop (being revised) K-6 Writing Workshop (being revised) 1-6 Grammar (Patterns of Power)</p>		
Tier 2	<p><i>The needs of each individual student will be determined by initial and ongoing screeners and assessments, both formally and informally. Literacy data will be tracked to show students' growth and deficits so rigorous goals can be set. Literacy learning is built on progressions so growth and development can be monitored and teachers can provide timely and purposeful feedback to students. Teachers will provide targeted interventions to accelerate literacy achievement for learners. Instructional practices may include giving students extended time, teaching in small groups, giving extra practice, reteaching, providing scaffolds, etc. Classroom teachers, RtI specialists, reading teachers, and interventionists may all support students in tier 2.</i></p> <p>Intervention Components and Resources:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>Primary:</p> <p>Voyager Passport (K-4) Just Words (Grade 4-6) SPIRE (Grade 5-6) System 44 (Grades 7-8) Read 180 (Grades 7-8)</p> </td> <td style="vertical-align: top;"> <p>Supplementary:</p> <p>Heggerty reteach Foundations reteach Geodes decodables Supercharged Readers decodables Power Readers decodables LLI SIPPS Beginning, Extension, Challenge Phonics First UFLI 95% Group Florida Center for Reading and Research LLI 6 Minute Solution (Grades 7-8) GreatLeaps (Grades 7-8)</p> </td> </tr> </table>	<p>Primary:</p> <p>Voyager Passport (K-4) Just Words (Grade 4-6) SPIRE (Grade 5-6) System 44 (Grades 7-8) Read 180 (Grades 7-8)</p>	<p>Supplementary:</p> <p>Heggerty reteach Foundations reteach Geodes decodables Supercharged Readers decodables Power Readers decodables LLI SIPPS Beginning, Extension, Challenge Phonics First UFLI 95% Group Florida Center for Reading and Research LLI 6 Minute Solution (Grades 7-8) GreatLeaps (Grades 7-8)</p>
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Tier 3	<p><i>Students who have a substantial deficit in reading and who have been identified as being at risk for reading difficulties will receive a Reading Success Plan. Parents will be informed of the intervention their child will receive, suggestions for at home activities, and information about their student's progress after the intervention. Reading Success Plans should be shared with parents within the first 30 days of the school year. Classroom teachers, RtI specialists, reading teachers, and interventionists may all support students in tier 3.</i></p> <p>Intervention Components and Resources:</p> <p>Primary:</p> <p>Wilson Reading System System 44 (Grades 7-8) Read 180 (Grades 7-8)</p>		

K-5 ELA Missouri Learning Standards: Grade-Level Expectations

*Missouri Department of Elementary and Secondary Education
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Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, develop and demonstrate reading skills in response to read-alouds by:	Develop and demonstrate reading skills in response to reading text and read-alouds by:	Develop and demonstrate reading skills in response to text by:	Develop and demonstrate reading skills in response to text by:	Develop and demonstrate reading skills in response to text by:	Develop and demonstrate reading skills in response to text by:
Comprehension 6-12 Correlation Reading Literary 1A, Reading Informational 1A	<ul style="list-style-type: none"> a. predicting what might happen next in a text based on the cover, title, and illustrations b. asking and responding to questions about texts read aloud c. retelling main ideas or important facts from a read aloud or familiar story d. connecting the information and events of a text to experiences e. recognizing beginning, middle, and end 	<ul style="list-style-type: none"> a. predicting what will happen next using prior knowledge b. asking and responding to relevant questions c. seeking clarification and locating facts and details about stories and other texts d. retelling main ideas in sequence including key details e. recognizing beginning, middle, and end f. monitoring comprehension and making corrections and adjustments when that understanding breaks down 	<ul style="list-style-type: none"> a. using text features to make and confirm predictions, explain why not confirmed b. asking and responding to relevant questions c. seeking clarification and using information/facts and details about texts and supporting answers with evidence from text d. retelling a story's beginning, middle, and end and determining its central message, lesson, or moral e. monitoring comprehension and making corrections and adjustments when understanding breaks down 	<ul style="list-style-type: none"> a. explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story b. drawing conclusions and support with textual evidence c. summarizing a story's beginning, middle, and end determining its central message, lesson, or moral d. monitoring comprehension and making corrections and adjustments when understanding breaks down 	<ul style="list-style-type: none"> a. drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text b. drawing conclusions by providing textual evidence of what the text says explicitly c. monitoring comprehension and making corrections and adjustments when understanding breaks down 	<ul style="list-style-type: none"> a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text c. monitoring comprehension and making corrections and adjustments when understanding breaks down
				Continue to address earlier standards as needed and as applies to more difficult texts.		

Reading

1		Develop and apply skills to the reading process.					
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	With assistance, develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:	Develop an understanding of vocabulary by:
Vocabulary 6-12 Correlation Reading Literary 1B, Reading Informational 1B	<ul style="list-style-type: none"> a. identifying and sorting pictures of objects into conceptual categories b. demonstrating understanding of opposites (antonyms) c. distinguishing meaning between verbs describing the same action d. using a picture dictionary to find words e. using words and phrases acquired through conversations, reading and being read to, and responding to texts 	<ul style="list-style-type: none"> a. using common affixes to figure out the meaning of a word b. identifying common root words and their inflectional endings c. identifying words that name actions and words that name persons, places, or things d. recognizing that compound words are made up of shorter words e. determining what words mean from how they are used in context of a sentence either heard or read f. sorting words into conceptual categories g. distinguishing shades of meaning among verbs and adjectives h. locating words in a dictionary 	<ul style="list-style-type: none"> a. using prefixes, root words, and suffixes to determine the meaning of words b. using knowledge of the meaning of individual words to determine the meaning of compound words c. using context to determine the meaning of a new word or multiple-meaning word in text d. using antonyms and synonyms e. locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases f. distinguishing meaning among closely related verbs and adjectives 	<ul style="list-style-type: none"> a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words b. using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words c. using homographs and homophones d. distinguishing the literal and non-literal meanings of words and phrases in context e. determining the meaning of the new word formed when a known affix is added to a known base word 	<ul style="list-style-type: none"> a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words c. completing analogies d. identifying the meaning of common idioms and figurative language e. using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words 	<ul style="list-style-type: none"> a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context b. using context to determine meaning of unfamiliar or multiple-meaning words c. constructing analogies d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text e. identifying and using words and phrases that signal contrast, addition, and relationships 	

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd)		i. using words and phrases acquired through conversations, reading and being read to, and responding to texts	g. recognizing that some words have literal and non-literal meanings h. using conversational, general academic, and domain-specific words and phrases	f. using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words g. discussing analogies h. determining the meaning of the author's use of similes and metaphors to produce imagery i. using conversational, general academic, and domain-specific words and phrases	f. using conversational, general academic, and domain-specific words and phrases	f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices g. using conversational, general academic, and domain-specific words and phrases
Vocabulary 6-12 Correlation Reading Literary 1B, Reading Informational 1B						

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	With assistance, determine the connection between:	Determine the connection between:	Determine the relevant connections between:	Explain relevant connections between:	Explain relevant connections between:	Compare, contrast, and analyze relevant connections between:
Making Connections 6-12 Correlation Reading Literary 3B	a. text to self (text ideas and own experiences) b. text to text (text ideas including similarities and differences in fiction and nonfiction)	a. text to text (text ideas, including similarities and differences in fiction and nonfiction)	a. text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction) b. text to world (text ideas regarding experiences in the world)	a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world)	a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)	a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)
	As students mature and grow as readers, the text level and connections should become more complex.					

Reading

1 Develop and apply skills to the reading process.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
D	Read independently for sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:	Read independently for multiple purposes over sustained periods of time by:
Independent Text No 6- 12 Correlation	a. engaging with text as developmentally appropriate	a. engaging with and reading text that is developmentally appropriate b. producing evidence of reading	a. reading text that is developmentally appropriate b. producing evidence of reading	a. reading text that is developmentally appropriate b. producing evidence of reading	a. reading text that is developmentally appropriate b. producing evidence of reading	a. reading text that is developmentally appropriate b. producing evidence of reading

Reading

2 Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, read, infer, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:	Read, infer, analyze, and draw conclusions to:
Fiction 6-12 Correlation Reading Literary 1A	<ul style="list-style-type: none"> a. identify elements of a story, including setting, character, and key events b. retell a main event from a story read aloud and familiar stories c. recognize sensory details and recurring phrases d. recognize different types of texts e. name author and illustrator of a story and describe how each is telling the story f. compare and contrast adventures of characters in familiar stories g. ask and answer questions about unknown words in text 	<ul style="list-style-type: none"> a. describe characters, setting, problem, solution, and events in logical sequences b. describe the main idea of a story c. describe sensory details d. explain recurring phrases and why they are used e. explain the actions of the main character and the reasons for those actions f. identify who is telling the story g. compare and contrast adventures and experiences of characters in stories 	<ul style="list-style-type: none"> a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson b. describe the main characters in works of fiction, including their traits, motivations, and feelings c. compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events d. describe cause-and-effect relationships e. explain how the story changes based on who is telling the story f. compare and contrast the differences in points of view of characters and how stories are narrated 	<ul style="list-style-type: none"> a. summarize and sequence the events/plot and explain how past events impact future events b. describe the personality traits of characters from their thoughts, words, and actions c. describe the interaction of characters, including relationships and how they change d. paraphrase the big idea/themes and supporting details of texts e. compare and contrast key elements in various types of fiction f. explain cause-and-effect relationships g. distinguish their own point of view from that of the narrator or those of the characters 	<ul style="list-style-type: none"> a. summarize and sequence the events/plot, explain how past events impact future events, and identify the theme b. describe the personality traits of characters from their thoughts, words, and actions c. describe the interaction of characters, including relationships and how they change d. compare and contrast the adventures or exploits of characters and their roles e. compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person 	<ul style="list-style-type: none"> a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts b. explain the theme or moral lesson, conflict, and resolution in a story or novel c. describe how a narrator's or speaker's point of view influences events d. recognize foreshadowing e. explain the effect of a historical event or movement in literature f. introduce origin myths and culturally significant characters/events in mythology g. introduce different forms of third-person points of view in stories

Reading

2 Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
Poetry 6-12 Correlation Reading Literary 1A, 2A, 2C	a. respond to rhythm and rhyme through identifying a regular beat and similarities in word sounds	a. use rhythm, rhyme, and alliteration through identifying a regular beat and similarities in word sounds	a. describe how rhythm, rhyme, and repetition create imagery in poetry b. use onomatopoeia	a. use examples of alliteration b. identify basic forms of poetry	a. explain structural elements of poetry	a. explain how poets use sound and visual elements in poetry b. identify forms of poems

Reading

2		Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.					
		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
Drama 6-12 Correlation Reading Literary 1A, 2A, 2C	a. identify characters in a puppet play or performance by actors	a. identify characters and dialogue in plays or performances by actors b. recognize sensory details in literary texts	a. identify characters, setting, acts, and scenes in plays b. identify the elements of dialogue and use them in informal plays	a. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed b. identify language that creates a graphic visual experience and appeals to the senses	a. analyze how characters change from the beginning to the end of a play or film b. explain structural elements of dramatic literature	a. analyze the similarities between an original text and its dramatic adaptation b. identify structural elements of dramatic literature c. evaluate the critical impact of sensory details, imagery, and figurative language	

Reading

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
Text Features 6-12 Correlation Reading Informational 1A, 1C	<ul style="list-style-type: none"> a. identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations b. use titles and illustrations to make predictions about text c. identify text features d. identify the meaning of environmental print 	<ul style="list-style-type: none"> a. use text features to restate the main idea b. explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words c. use text features to locate specific information in text d. follow written multi-step directions with picture cues to assist with understanding 	<ul style="list-style-type: none"> a. identify the main idea of sections of text and distinguish it from the topic b. demonstrate understanding by locating facts to answer and/or ask questions c. use text features to locate specific information d. explain common graphic features to assist in the interpretation of text e. follow written multi-step directions f. describe connections between and state the order of the events or ideas 	<ul style="list-style-type: none"> a. explain the author’s purpose b. identify the details or facts that support the main idea c. use text and graphic features to locate information and to make and verify predictions d. follow and explain a set of written multi-step directions e. describe the relationship between events, ideas, concepts, or steps 	<ul style="list-style-type: none"> a. use multiple text features to locate information and gain an overview of the contents of text b. describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure c. interpret and explain factual information presented graphically 	<ul style="list-style-type: none"> a. use multiple text features and graphics to locate information and gain an overview of the contents of text information b. interpret details from procedural text to complete a task, solve a problem, or perform an action c. interpret factual or quantitative information

Reading

3						
Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
Literary Techniques 6-12 Correlation Reading Informational 1D, 2D, 2B, 2C	a. respond to examples of sensory details	a. distinguish between fiction and nonfiction b. identify examples of sensory details	a. explain why a text is fiction or nonfiction b. ask and answer questions to clarify meaning c. explain examples of sensory details	a. distinguish the difference between a biography and an autobiography b. distinguish fact from opinion c. distinguish point of view from what the author is trying to persuade the reader to think or do d. explain examples of sound devices, literal and nonliteral meanings, and figurative language	a. explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography b. analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis c. explain how an author uses language to present information to influence what the reader thinks or does	a. evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent c. verify facts through established methods d. identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument e. recognize exaggerated, contradictory, or misleading statements

Reading

3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd)						f. explain the type of evidence used to support a claim in a persuasive text g. use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning
Literary Techniques 6-12 Correlation Reading Informational 1D, 2D, 2B, 2C						

Reading

3 Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	With assistance, read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:	Read, infer, and draw conclusions to:
Text Structures 6-12 Correlation Reading Informational 2A	<ul style="list-style-type: none"> a. ask and answer questions to clarify meaning b. identify basic similarities and differences between two texts on the same topic c. name the main topic and recall key details of the text d. ask and answer questions about unknown words in a text 	<ul style="list-style-type: none"> a. ask and answer questions to clarify meaning b. identify main ideas and provide supporting details c. describe the connection between two individuals, events, ideas, or pieces of information in a text d. identify reasons an author gives to support points in a text e. identify similarities and differences between texts on the same topic 	<ul style="list-style-type: none"> a. explain main ideas and supporting details b. describe the connection between events and retell the sequence of events c. describe the connection between and identify problems and solutions d. identify the author's purpose e. compare and contrast the most important points presented by text on the same topic 	<ul style="list-style-type: none"> a. describe relationships among events, ideas, concepts, and cause and effect in texts b. explain the relationship between problems and solutions c. use information gained from illustrations and words to demonstrate understanding of the text d. explain the author's purpose e. compare and contrast the most important points and key details presented in texts on the same topic 	<ul style="list-style-type: none"> a. distinguish fact from opinion in a text and explain how to verify what is a fact b. explain explicit and implicit relationships among ideas in texts c. explain author's purpose d. compare and contrast a firsthand and secondhand account of the same event or topic 	<ul style="list-style-type: none"> a. identify devices used in biographies and autobiographies, including how an author presents major events in a person's life b. explain the difference between a stated and implied purpose for an expository text c. analyze how the pattern of organization of a text influences the relationships d. analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

Reading

4 Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, develop an awareness of media literacy by:	With assistance, develop an awareness of media literacy by:	Read to develop an understanding of media and its components by:	Read to develop an understanding of media and its components by:	Read to develop an understanding of media and its components by:	Read to develop an understanding of media and its components by:
Digital and Media Literacy 6-12 Correlation Reading Literary 3A	<ul style="list-style-type: none"> a. identifying different forms of media b. identifying techniques used in media 	<ul style="list-style-type: none"> a. distinguishing purposes of media b. explaining techniques used in media 	<ul style="list-style-type: none"> a. explaining purposes of media b. describing techniques used to create media messages c. identifying various written conventions for using digital media 	<ul style="list-style-type: none"> a. understanding how communication changes when moving from one genre of media to another b. explaining how various design techniques used in media influence the message c. comparing various written conventions used for digital media d. identifying text structures and graphics features of a web page 	<ul style="list-style-type: none"> a. explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior b. explaining how various design techniques used in media influence the message c. comparing various written conventions used for digital media d. explaining text structures and graphics features of a web page and how they help readers to comprehend text 	<ul style="list-style-type: none"> a. explaining how messages conveyed in various forms of media are presented differently b. comparing and contrasting the difference in techniques used in media c. identifying the point of view of media presentations d. analyzing various digital media venues for levels of formality and informality e. explaining textual and graphics features of a web page and how they help readers to comprehend text

Reading Foundations

1 Understand how English is written and read (Start of Reading Foundations).						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop print awareness in the reading process by:	Develop print awareness in the reading process by:	Develop print awareness in the reading process by:			
Print Awareness No 6-12 Correlation	<ul style="list-style-type: none"> a. identifying all upper- and lower-case letters b. sequencing the letters of the alphabet c. demonstrating that books are read left to right, top to bottom d. demonstrating that written words are made up of different letters e. knowing that a sentence is comprised of a group of words separated by spaces f. demonstrating one-to-one correspondence between spoken words and written words 	<ul style="list-style-type: none"> a. recognizing that sentences are comprised of words separated by spaces b. recognizing the distinguishing features of a sentence 	<ul style="list-style-type: none"> a. understanding that sentences are organized into paragraphs to convey meaning 			

Reading Foundations

2 Understand how English is written and read.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop phonemic awareness in the reading process by:	Develop phonemic awareness in the reading process by:				
Phonemic Awareness No 6-12 Correlation	a. identifying sounds in spoken words	a. producing and identifying sounds and syllables in spoken words				
	b. producing rhymes in response to spoken words	b. distinguishing between long and short vowel sounds				
	c. distinguishing orally presented rhyming pairs of words from non-rhyming pairs	c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed				
	d. recognizing spoken alliteration or groups of words that begin with the same onset or initial sound	d. blending spoken phonemes to form one- or two-syllable words including consonant blends				
	e. blending spoken onsets and rimes to form simple words	e. segmenting spoken words of three to five phonemes into individual phonemes				
	f. blending spoken phonemes to form one-syllable words					
	g. isolating the initial, medial, and final sounds in spoken words					
	h. segmenting spoken words into two or three phonemes					

Reading Foundations

3 Understand how English is written and read.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:	Develop phonics in the reading process by:
Phonics No 6-12 Correlation	<ul style="list-style-type: none"> a. producing and writing letter(s) for most short vowel and consonant sounds b. reading high-frequency words c. blending letter sounds to decode simple words d. recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words 	<ul style="list-style-type: none"> a. decoding words in context by using letter-sound knowledge b. identifying letters for the spelling of short and long vowels c. producing consonant blends d. producing consonant digraphs e. combining sounds from letters and common spelling patterns to create and decode recognizable words f. using syllabication patterns to decode words g. reading irregularly spelled words h. reading root words with inflectional endings i. reading contractions and compound words j. reading high-frequency words k. demonstrating decoding skills when reading 	<ul style="list-style-type: none"> a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs b. distinguishing long and short vowels when reading regularly spelled one-syllable words c. decoding regularly spelled two-syllable words with long vowels d. decoding words with vowel diphthongs e. decoding words with vowel digraphs f. reading words with common prefixes and suffixes g. using contractions 	<ul style="list-style-type: none"> a. decoding multisyllabic words in context and independent of context by applying common spelling patterns b. decoding words that double final consonants when adding an ending c. using the meaning of common prefixes and suffixes d. using the meaning of homophones e. decoding known and unknown words by spelling patterns f. reading irregularly spelled high-frequency words 	<ul style="list-style-type: none"> a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context b. reading root words, prefixes, and suffixes and important words from specific content curricula 	<ul style="list-style-type: none"> a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context b. reading root words, prefixes, suffixes, and important words from all specific content curricula
						Continue to address earlier standards as needed and as applies to more difficult texts.

Reading Foundations

3	Understand how English is written and read.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A (cont'd)			h. using common syllable patterns to decode words including <i>r</i> -controlled vowels i. reading irregularly spelled high-frequency words j. demonstrating decoding skills when reading new words in a text			
Phonics No 6-12 Correlation						

Reading Foundations

4		Understand how English is written and read.				
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Read, with support, appropriate texts with purpose and understanding	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
Fluency No 6-12 Correlation		a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	a. use context to confirm or self-correct word recognition and understanding, rereading as necessary

Writing

1 Apply a writing process to develop a text for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Follow a writing process, with assistance, to generate a writing plan through:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:	Follow a writing process to plan a first draft by:
Prewriting 6-12 Correlation Writing 2A	<ul style="list-style-type: none"> a. using pictures, oral language or written letters, and/or words 	<ul style="list-style-type: none"> a. brainstorming and recording key ideas 	<ul style="list-style-type: none"> a. brainstorming and recording key ideas using a graphic organizer 	<ul style="list-style-type: none"> a. using a simple prewriting strategy when given the purpose and the intended audience 	<ul style="list-style-type: none"> a. selecting a genre appropriate for conveying the purpose to an intended audience b. formulating questions related to the topic c. accessing prior knowledge or building background knowledge related to the topic d. using a prewriting strategy 	<ul style="list-style-type: none"> a. selecting a genre appropriate for conveying the purpose to an intended audience b. formulating questions related to the topic c. accessing prior knowledge or building background knowledge related to the topic d. using a prewriting strategy

Writing

1 Apply a writing process to develop a text for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:	Appropriate to genre type, develop a draft from prewriting by:
Draft 6-12 Correlation Writing 2A	a. sequencing the actions or details through letters, words, and pictures	a. sequencing ideas into sentences and staying on topic throughout the text b. generating evidence of a simple opening and simple closing	a. sequencing ideas into clear and coherent sentences b. generating paragraphs with one main idea c. creating evidence of a beginning, middle, and end d. addressing an appropriate audience	a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate) c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end d. addressing an appropriate audience	a. generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs d. addressing an appropriate audience	a. choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure
	<i>Note: Refer to Grade K, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 1, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 2, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 3, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 4, W2A-C genre-specific standards.</i>	

Writing

1	Apply a writing process to develop a text for audience and purpose.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd)						d. restating the overall main idea in the concluding statement e. addressing an appropriate audience, organization, and purpose
Draft 6-12 Correlation Writing 2A						<i>Note: Refer to Grade 5, W2A-C genre-specific standards.</i>

Writing

1 Apply a writing process to develop a text for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance from adults/peers to:	Reread, revise, and edit drafts with assistance to:	Reread, revise, and edit drafts with assistance to:
Revise/Edit 6-12 Correlation Writing 3A	a. respond to questions and suggestions, adding details to strengthen writing b. edit by leaving spaces between words in a sentence	a. respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing b. edit by leaving spaces between words in sentences c. edit for language conventions	a. strengthen writing as needed by revising <ul style="list-style-type: none"> • main idea • details • word choice • sentence construction • event order • audience • voice b. edit for language conventions	a. develop and strengthen writing by revising <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice b. edit for language conventions	a. develop and strengthen writing by revising <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice b. edit for language conventions	a. develop and strengthen writing by revising <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • organizational structure • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice b. edit for language conventions

Writing

1 Apply a writing process to develop a text for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
D	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:	With assistance from adults/peers:
Produce/Publish and Share Writing 6-12 Correlation Writing 2A	a. explore a variety of conventional/digital tools to produce and publish writing	a. use a variety of conventional/digital tools to produce and publish writing	a. use a variety of conventional/digital tools to produce and publish writing b. introduce keyboarding skills	a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others	a. use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting	a. use technology, including the Internet, to produce and publish writing b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting
	<i>Note: Refer to Grade K, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 1, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 2, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 3, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 4, W2A-C genre-specific standards.</i>	<i>Note: Refer to Grade 5, W2A-C genre-specific standards.</i>

Writing

2 Compose well-developed writing texts for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, draw/write opinion texts that:	Write opinion texts that:	Write opinion texts that:	Write opinion texts that:	Write opinion texts that:	Write opinion texts that:
Opinion/Argumentative 6-12 Correlation Writing 2A	<ul style="list-style-type: none"> a. use a combination of drawing and/or writing to tell an opinion about a topic or text being studied b. give logical reasons for suggesting that others follow a particular course of action or line of thinking c. use words that are related to the topic 	<ul style="list-style-type: none"> a. introduce a topic or text being studied b. state an opinion about the topic or text and provide a reason for the opinion c. use some specific words that are related to the topic d. follow a sense of order in writing e. provide some sense of closure 	<ul style="list-style-type: none"> a. introduce a topic or text being studied, using complete sentences b. state an opinion about the topic or text and provide reasons for the opinion c. use specific words that are related to the topic and audience d. use linking/transition words and phrases to signal event order e. provide evidence of a beginning, middle, and concluding statement or section 	<ul style="list-style-type: none"> a. introduce a topic or text being studied, using connected sentences b. state an opinion or establish a position and provide reasons for the opinion/position c. use specific and accurate words that are related to the topic, audience, and purpose d. contain information using student's original language except when using direct quotation from a source e. reference the name of the author(s) or name of the source used for details or facts included in the text f. use transitions to connect opinion and reason g. provide clear evidence of a beginning, middle, and, concluding statement or paragraph 	<ul style="list-style-type: none"> a. introduce a topic or text being studied, using an introductory paragraph b. state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details c. use specific and accurate words that are related to the topic, audience, and purpose d. contain information using student's original language except when using direct quotation from a source e. reference the name of the author(s) or name of the source used for details or facts included in the text f. use transitions to connect opinion and reason 	<ul style="list-style-type: none"> a. introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details c. use specific and accurate words that are related to the topic, audience, and purpose d. contain information using student's original language except when using direct quotation from a source e. reference the name of the author(s) or name of the source used for details or facts included in the text f. use transitions to connect opinion and reason

Writing

2	Compose well-developed writing texts for audience and purpose.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A (cont'd)					g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs	g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs
Opinion/Argumentative 6-12 Correlation Writing 2A						

Writing

2 Compose well-developed writing texts for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	With assistance, draw or write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:	Write informative/explanatory texts that:
Informative/Explanatory 6-12 Correlation Writing 2A	<ul style="list-style-type: none"> a. use a combination of drawing and/or writing to name and inform about a topic or a text being studied b. use words that are related to the topic 	<ul style="list-style-type: none"> a. introduce a topic or text being studied and supply facts b. use some specific words that are related to the topic c. follow a sense of order in writing d. create some sense of closure 	<ul style="list-style-type: none"> a. introduce a topic or text being studied, using complete sentences b. use facts and definitions to develop points in generating paragraphs c. use specific words that are related to the topic and audience d. use linking words and phrases to signal event order e. create a concluding statement or paragraph 	<ul style="list-style-type: none"> a. introduce a topic or text being studied b. develop the topic with simple facts, definitions, details, and explanations c. use specific, relevant words that are related to the topic, audience, and purpose d. use the student's original language except when quoting from a source e. use transition words to connect ideas within categories of information f. create a concluding statement or paragraph 	<ul style="list-style-type: none"> a. introduce a topic using a topic sentence in an introductory paragraph b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations c. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose d. contain information using student's original language except when using direct quotations from a source e. use transitions to connect categories of information f. use text structures when useful g. create a concluding paragraph related to the information 	<ul style="list-style-type: none"> a. introduce a topic using a topic sentence in an introductory paragraph b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations c. use an organizational format that suits the topic d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose e. contain information using student's original language except when using direct quotations from a source f. use transition words to connect ideas within and across categories of information g. use text structures when useful h. create a concluding paragraph related to the information

Writing

2 Compose well-developed writing texts for audience and purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
C	<p>With assistance, draw and/or write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined b. tell the reader about a character or personal event c. place events in the order they occurred d. use words that are related to the topic e. provide a reaction to what happened in the events 	<p>Write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. narrate a story or experience b. use details to describe the story or experience c. place events in the order they occurred d. use linking words to indicate beginning/middle/end e. use words that are related to the topic f. provide a reaction to what happened in the events 	<p>Write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. establish a situation/topic based on the student's experience or imagination b. introduce a main character and setting c. develop sensory details d. follow a logical sequence of events using complete sentences to create a beginning/middle/end e. use linking/transition words to signal event order f. use specific words that are related to the topic and audience 	<p>Write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. establish a setting and situation/topic and introduce a narrator and/or characters b. use narrative techniques, such as dialogue and descriptions c. establish and organize an event sequence to establish a beginning/middle/end d. use transition words and phrases to signal event order e. use specific and relevant words that are related to the topic, audience, and purpose 	<p>Write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. establish a setting and situation/topic and introduce a narrator and/or characters b. use narrative techniques, such as dialogue, motivation, and descriptions c. organize an event sequence that unfolds naturally to establish a beginning/middle/end d. use a variety of transitions to manage the sequence of events e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose 	<p>Write fiction or non-fiction narratives and poems that:</p> <ul style="list-style-type: none"> a. establish a setting and situation/topic and introduce a narrator and/or characters b. use narrative techniques, such as dialogue, motivation, and descriptions c. organize an event sequence that unfolds naturally to establish a beginning/middle/end d. use a variety of transitions to manage the sequence of events e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose
Narrative/Literary 6-12 Correlation Writing 2A						

Writing

3 Gather, analyze, evaluate, and use information from a variety of sources.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	With assistance, apply research process to:	With assistance, apply research process to:	Apply research process to:	Apply research process to:	Apply research process to:	Apply research process to:
Research Process 6-12 Correlation Writing 1A	<p>a. generate a list of open-ended questions about topics of class interest</p> <p>b. decide what sources or people in the classroom, school, library, or home can answer their questions</p> <p>c. gather evidence from sources</p> <p>d. use pictures in conjunction with writing when documenting research</p>	<p>a. generate a list of open-ended questions about topics of interest</p> <p>b. decide what sources of information might be relevant to answer these questions</p> <p>c. gather personal and natural evidence from available sources as well as from interviews with local experts</p> <p>d. organize information found during group or individual research, using graphic organizers or other aids</p> <p>e. make informal presentations of information gathered</p> <p>f. self-evaluate using previously established teacher/student criteria</p>	<p>a. generate a list of open-ended questions about topics of interest</p> <p>b. create an individual question about a topic</p> <p>c. use own question to find information on a topic</p> <p>d. gather evidence from available sources, literary and informational</p> <p>e. record basic information from literary and informational texts in simple visual format</p> <p>f. present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria</p>	<p>a. generate a list of subject-appropriate topics</p> <p>b. create an individual question about a topic</p> <p>c. decide what sources of information might be relevant to answer these questions</p> <p>d. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts</p> <p>e. determine the accuracy and relevance of the information related to a selected question</p> <p>f. take simple notes in own words and sort evidence into provided categories or organizer</p> <p>g. use quotation marks to denote direct quotations when recording specific words and sentences from a source</p>	<p>a. generate a list of subject-appropriate topics</p> <p>b. create a research question to address relevant to a chosen topic</p> <p>c. identify a variety of relevant sources, literary and informational</p> <p>d. use organizational features of print and digital sources efficiently to locate information</p> <p>e. convert graphic/visual data into written notes</p> <p>f. determine the accuracy of the information gathered</p> <p>g. differentiate between paraphrasing and plagiarism when using ideas of others</p> <p>h. record bibliographic information from sources according to a standard format</p>	<p>a. generate a list of subject-appropriate topics</p> <p>b. formulate and refine an open-ended research question</p> <p>c. follow guidelines for collecting and recording information</p> <p>d. select relevant resources, literary and informational</p> <p>e. assess relevance, accuracy, and reliability of information in print and digital sources</p> <p>f. convert graphic/visual data into written notes</p> <p>g. differentiate between paraphrasing and plagiarism when using ideas of others</p> <p>h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria</p>

Writing

3	Gather, analyze, evaluate, and use information from a variety of sources.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A (cont'd)				<ul style="list-style-type: none"> h. create a resource page from notes i. present and evaluate the information in a report or annotated display, using previously established teacher/student criteria 	<ul style="list-style-type: none"> i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria 	<ul style="list-style-type: none"> i. record bibliographic information from sources according to a standard format
Research Process 6-12 Correlation Writing 1A						

Language

1 Communicate using conventions of English language.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:	In speech and written form, apply standard English grammar to:
Grammar 6-12 Correlation Writing 3A	<ul style="list-style-type: none"> a. identify naming words (nouns) and action words (verbs) b. use plural words when speaking c. express time and space d. demonstrate the use of complete sentences in shared language activities e. use question words in sentences 	<ul style="list-style-type: none"> a. use nouns and action verbs that designate past, present, and future in sentences b. use adjectives/adverbs in sentences c. use the conjunctions <i>and</i>, <i>but</i>, and <i>so</i> in sentences d. use the articles <i>a</i>, <i>an</i>, and <i>the</i> in sentences e. use common prepositions f. use common pronouns g. produce complete simple and compound sentences 	<ul style="list-style-type: none"> a. use nouns and pronouns in writing b. use collective nouns c. use common irregular nouns d. use reflexive pronouns e. use regular verbs f. use helping verbs with regular verbs g. use adjectives and adverbs in sentences h. produce simple declarative, imperative, exclamatory, and interrogative sentences 	<ul style="list-style-type: none"> a. use regular and irregular verbs and simple verb tenses b. use helping verbs with irregular verbs c. use complete subject and complete predicate in a sentence d. use comparative, superlative, and demonstrative adjectives and adverbs e. use subject/verb agreement in sentences f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences g. use 1st-, 2nd-, and 3rd-person pronouns and their antecedents 	<ul style="list-style-type: none"> a. use the “be” helping verbs with “ing” verbs b. use and order adjectives within sentences to conventional patterns c. use progressive verbs to show past, present, and future d. use adverbs in writing e. use subject/verb agreement with 1st-, 2nd-, and 3rd-person pronouns f. use prepositions correctly in a sentence g. recognize the difference between and use coordinating conjunctions and subordinating conjunctions h. produce and expand the complete simple and compound four types of sentences i. correct sentence fragments and run-on sentences in writing 	<ul style="list-style-type: none"> a. explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection b. use relative pronouns and relative adverbs c. use pronouns consistently across a text d. use and correct verb tenses e. produce a variety of complex sentences in writing

Language

1	Communicate using conventions of English language.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	In written text:	In written text:	In written text:	In written text:	In written text:	In written text:
Punctuation, Capitalization, Spelling 6-12 Correlation Writing 3A	<ul style="list-style-type: none"> a. print in upper- and lowercase letters b. recognize that a sentence ends with punctuation marks c. capitalize own first and last name d. capitalize first word in a sentence e. capitalize the pronoun <i>I</i> f. write and name the printed letters that match the sound g. use inventive spelling with beginning, final, and medial sounds h. write and name letters for consonant and vowel sounds i. use correct spelling of own first and last names 	<ul style="list-style-type: none"> a. print legibly, using correct spacing between words and sentences b. use ending punctuation c. capitalize the first letter of others' first and last names d. use commas to separate single words in a series e. spell words using regular spelling patterns f. spell words phonetically using phonemic awareness and spelling knowledge g. arrange words in alphabetical order to the first letter 	<ul style="list-style-type: none"> a. write legibly (print, cursive) b. use dialogue that contains quotation marks c. use apostrophes correctly for contractions d. capitalize weeks, days, months, holidays e. capitalize abbreviated titles of people f. spell words using irregular spelling patterns g. spell and use the plural of nouns by adding <i>-es</i> to nouns ending in <i>-s</i>, <i>-ss</i>, <i>-sh</i>, <i>-ch</i>, or <i>-x</i> h. use nouns that change their spelling in plural form i. arrange words in alphabetical order to the second letter 	<ul style="list-style-type: none"> a. write legibly (print, cursive) b. use an apostrophe to form possessives c. demonstrate and use commas and quotation marks in dialogue d. capitalize dialogue correctly e. use commas for greeting and closing of a friendly letter f. capitalize names of places g. capitalize titles of books, stories, and songs h. use spelling patterns and generalizations to spell compound words i. spell words that double the consonant j. spell plural words that change <i>y</i> to <i>ies</i> k. consult reference materials to check and correct spellings l. arrange words in alphabetical order to the third letter 	<ul style="list-style-type: none"> a. write legibly b. punctuate a dialogue between two or more characters c. insert a comma before a coordinating conjunction in a compound sentence d. capitalize proper adjectives e. use correct capitalization f. spell words with suffixes by dropping or leaving the final <i>e</i> g. spell words ending in the long <i>e</i> sound h. alphabetize reference sources i. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context 	<ul style="list-style-type: none"> a. write legibly b. use a comma before a coordinating conjunction when writing compound sentences c. use a comma to separate an introductory clause in a complex sentence d. use a comma to set off the words <i>yes</i> and <i>no</i> e. use italics when keyboarding titles of books, magazines, and newspapers f. use underlining when writing titles of books, magazines, and newspapers g. use quotation marks when writing titles of stories, songs, poems, articles h. use apostrophes in singular nouns to show possession i. write apostrophes in regular plural nouns to show possession

Language

1	Communicate using conventions of English language.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B (cont'd)						j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context
Punctuation, Capitalization, Spelling 6-12 Correlation Writing 3A						

Speaking/Listening

1 Listen for a purpose.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. following classroom listening rules b. continuing a conversation through multiple exchanges c. following one-step instructions, according to classroom expectations 	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. following classroom listening rules b. building on others' talk in conversations by responding to the comments of others c. following two-step instructions, according to classroom expectations 	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. following classroom listening rules b. following three-step instructions, according to classroom expectations 	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. following classroom listening rules b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others c. following three-step instructions, according to classroom expectations 	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. following, generating, and justifying classroom listening rules b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others c. following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations 	<p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <ul style="list-style-type: none"> a. following agreed upon rules for listening and fulfilling discussion rules independently b. posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others c. following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations d. listening for speaker's message and summarizing main points based on evidence
Purpose 6-12 Correlation Speaking/Listening 1A, 1C						

Speaking/Listening

2	Listen for entertainment.					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal settings by:	Develop and apply effective listening skills and strategies in formal and informal setting by:
Entertainment No 6-12 Correlation	a. demonstrating active listening, according to classroom expectations	a. demonstrating active listening, according to classroom expectations	a. demonstrating active listening, according to classroom expectations	a. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations	a. generating and following active listening rules, according to classroom expectations	a. evaluating and modifying own active listening skills

Speaking/Listening

3 Speak effectively in collaborative discussions.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Speak clearly using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
Collaborative Discussions 6-12 Correlation Speaking/Listening 1A, 1C	<ul style="list-style-type: none"> a. taking turns speaking, according to classroom expectations b. continuing a conversation through multiple exchanges c. confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media 	<ul style="list-style-type: none"> a. taking turns speaking, according to classroom expectations b. building on others' talk in conversations by responding to comments of others c. confirming comprehension of read-alouds and other media by retelling and asking appropriate questions 	<ul style="list-style-type: none"> a. taking turns in discussion with a shoulder partner, according to classroom expectations b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions 	<ul style="list-style-type: none"> a. coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion b. responding appropriately to discussion in a variety of settings, according to classroom expectations c. expressing opinions of read-alouds and independent reading topics 	<ul style="list-style-type: none"> a. contributing to discussion after listening to others' ideas, according to classroom expectations b. expressing opinions of read-alouds and independent reading and relating opinion to others 	<ul style="list-style-type: none"> a. summarizing points made by others before presenting own ideas, according to classroom expectations b. providing and evaluating evidence to support opinion

Speaking/Listening

4 Speak effectively when presenting.						
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
A	Speak clearly and audibly, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:
Presenting 6-12 Correlation Speaking/Listening 2A, 2B, 2C	<ul style="list-style-type: none"> a. describing personal experiences using a prop, picture, or other visual aid b. speaking in complete sentences 	<ul style="list-style-type: none"> a. explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding b. reciting poetry with a group or individually c. using complete sentences and adjusting volume, as needed 	<ul style="list-style-type: none"> a. explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience b. recalling and telling a story with details, including a beginning, middle, and end c. using academic language and conventions 	<ul style="list-style-type: none"> a. using presentation skills and/or appropriate technology b. presenting information with clear ideas and details while speaking clearly at an understandable pace c. giving an informal presentation, using a variety of media d. choosing words and phrases for effect (adjectives, action verbs, figurative language) e. using academic language and conventions 	<ul style="list-style-type: none"> a. paraphrasing portions of a text read aloud or information presented in diverse media and formats b. using efficient presentation skills with available resources c. incorporating descriptive and sequential details in a student-designed or teacher-assigned topic d. giving a formal presentation to classmates, using a variety of media e. speaking with expression and fluency f. adjusting formal/informal language according to context and topic 	<ul style="list-style-type: none"> a. using efficient presentation skills with available resources using a variety of media b. planning an appropriate presentation based on audience c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint

6-12 English Language Arts Grade-Level Expectations

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Reading Literary Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Draw conclusions, infer, and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
Evidence/Inference K-5 correlation R1A, R2A, R.C.					
B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
Word Meanings K-5 correlation R1B					
C	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).	Interpret visual elements of a text and draw conclusions from them (when applicable).
Text Features K-5 correlation R1A					

Reading Literary Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
D	Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.	Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
Summarize/Theme K-5 correlation R2A					

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	Analyze how a text's form or overall structure contributes to meaning.	Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.	Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
Structure K-5 correlation R2B, R2C					

Reading Literary Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
B Point of View No K-5 correlation	Explain how an author develops the point of view of the narrator or speaker in a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.	Analyze how point of view is reflected in the characters, setting, and plot.	Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
C Craft and Meaning K-5 correlation R2B, R2C	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds, contributes to meaning.	Analyze how specific word choices contribute to meaning and tone.	Analyze how specific word choices and sentence structures contribute to meaning and tone.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.
D Interaction and Meaning K-5 correlation R2A	Describe how a particular text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.	Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.	Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

Reading Literary Text

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Analyze multiple performances of a story, drama, or poem, evaluating how each version interprets the source text.	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
Text in Forms K-5 correlation R4A					
B	Compare and contrast texts in different genres that address similar themes or topics.	Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.	Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.	Explain how and why an author alludes to or transforms source material within his or her text.	Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
Relationships in Texts K-5 correlation R1C					
C	Explain how plot and conflict reflect historical and/or cultural contexts.	Explain how characters and settings reflect historical and/or cultural contexts.	Explain how themes reflect historical and/or cultural contexts.	Analyze how multiple texts reflect historical and/or cultural contexts.	Evaluate how an author's work reflects his or her historical/cultural perspective.
Historical Context K-5 correlation R2A					

Reading Literary Text

D	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
Comprehension K-5 Correlation R1A, R1D					

Reading Informational Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Draw conclusions, infer and, analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
Word Meanings K-5 correlation R1B					
C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
Text Features K-5 correlation R3A					

Reading Informational Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
D	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
Summarize/Claim K-5 correlation R3B, R3C					

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.	Analyze how a text's organization or overall structure contributes to meaning.	Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.	Analyze how an author's choices concerning how to structure a text or sequence information impact the reader.	Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
Structure K-5 correlation R3C					

Reading Informational Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
B	Explain how an author's point of view or purpose is conveyed in a text.	Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.	Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.	Analyze how an author uses rhetoric to advance point of view or purpose.	Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
C	Analyze how word choice, including the use of figurative language, connotations, and/or repetition, contributes to meaning.	Analyze how word choice contributes to meaning and tone.	Analyze how word choice and sentence structure contribute to meaning and tone.	Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

Reading Informational Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
D	Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.
Argument/Evidence K-5 correlation R3B					

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	Analyze how similar ideas or topics are portrayed in different media formats.	Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
Texts/Forms K-5 correlation R4A					

Reading Informational Text

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
B	Compare and contrast one author's presentation of events with that of another.	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.	Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.	Evaluate how effectively two or more texts develop similar ideas/topics.	Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
C	Explain how the text reflects historical and/or cultural contexts.	Explain how the text reflects historical and/or cultural contexts.	Explain how the central ideas of text reflect historical and/or cultural contexts.	Analyze how multiple texts reflect the historical and/or cultural contexts.	Evaluate how an author's work reflects his or her historical/cultural perspective.
D	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.	Read and comprehend informational text independently and proficiently.

Writing

1 Approaching the Task as a Researcher					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	<p>a. Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.</p> <p>b. Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>a. Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.</p> <p>b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>a. Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>b. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>a. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>a. Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
Research K-5 correlation W3A					

Writing

2 Approaching the Task as a Writer					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
Development K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C	<p>a. Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.</p>	<p>a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</p>	<p>a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</p> <p>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</p>		

Writing

2 Approaching the Task as a Writer					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A (cont'd)	<p>c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.</p>	<p>c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.</p>	<p>c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.</p>		
Development K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C					

Writing

3 Approaching the Task as a Reader					
A	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
Revise and Edit K-5 correlation W1C	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.</p> <p>b. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.</p> <p>b. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.</p> <p>b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.</p>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <p>a. Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.</p>

Writing

3 Approaching the Task as a Reader					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A (cont'd)	<p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<p>b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.</p>	<p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.</p>	<p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.</p> <p>c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</p> <p>d. Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</p> <p>e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
Revise and Edit					
K-5 correlation W1C					

Speaking and Listening

1 Collaborating					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
Conversations K-5 correlation SL.1A, SL.3A					
B	Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
Questioning K-5 correlation SL.3A					

Speaking and Listening

C	Review the key ideas expressed by a speaker including those presented in diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.	Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Viewpoints of others K-5 correlation SL1A					
2 Presenting					
	Grade 6	Grade 7	Grade 8	Grade 9-10	Grade 11-12
A	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume.	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
Verbal Delivery K-5 correlation SL4A					

Speaking and Listening

B	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.	Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners; avoid body language or mannerisms that might be distracting to the audience.	Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
Nonverbal K-5 correlation SL.4A					
C	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.	Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.	Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.	Plan and deliver appropriate presentations concisely and logically based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
Multimedia K-5 correlation SL.4A					

Missouri Read, Lead, Exceed



Missouri's Strategic Initiative

- Missouri will train a minimum of 15,000 teachers in the Science of Reading, building teacher knowledge of how children learn to read and what type of instruction is most effective. We believe this to be fundamental to student acquisition of literacy skills and knowledge.
- Missouri will provide:
 - Language Essentials for Teachers of Reading and Spelling (LETRS®) Training
 - Regional literacy coaches to support LETRS® implementation
 - Grants for materials that support the Science of Reading

Why Is This Important?

- Aligning instruction with the science of reading gives students the best chance of becoming successful readers.
- The creation and development of connections in our brains, created primarily through instruction, is necessary for reading.
- Regardless of the textbook or instructional materials used, if the teacher does not have the knowledge of evidence-based practices and standards, all students will not acquire what is needed to learn.

The Simple View of Reading

$$\begin{array}{ccc} \text{Decoding} & & \text{Reading} \\ \text{(D)} & & \text{Comprehension} \\ \times & = & \text{(RC)} \\ \text{Language} & & \\ \text{Comprehension} & & \\ \text{(LC)} & & \end{array}$$

Anything multiplied by zero equals zero.

At every grade level we must ensure that students have sufficient content knowledge and higher-order thinking skills to understand what they read. We must provide early evidence-based reading instruction that ensures students become strong decoders because once decoding is strong, the only limits to reading comprehension are the students' knowledge of the subjects about which they are reading and their ability to synthesize the information.

Hoover and Gough, 1990

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Learning to read is not a natural process...

Babies' brains are hardwired to learn a language. They don't need to be taught how to speak a language; it happens naturally. It is an amazingly complex skill, but because it is natural, we aren't aware of everything it involves.

Unlike learning a language, learning to read is not natural. And as complex as language is, reading is even more complex.

When medical research reports new methods to save lives, health care professionals adopt these methods as quickly as possible and change practices, procedures, and systems as needed to align with research findings. Education professionals need to be just as reactive when educational research reports evidence of proven methods that support young minds by helping them to become proficient readers. It is up to us to promote evidence-based practices throughout the education system. Young lives depend on it.

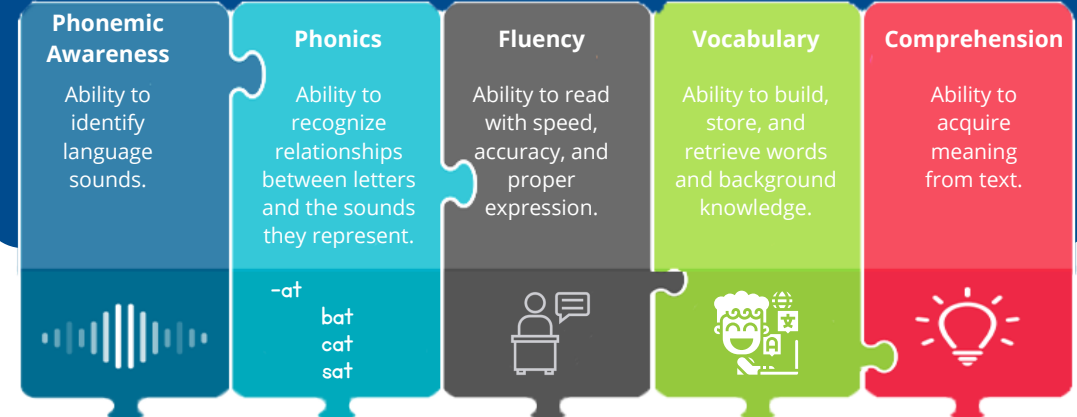
Moats, 2020



What Does the Research Tell Us?

The comprehensive body of evidence-based scientific research (The Science of Reading) from the fields of linguistics (language), neurology (the brain), psychology (the mind), literacy, and intervention reports clear evidence: explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension benefits **all** kids. Our students deserve to learn from teachers and staff members with the highest level of knowledge in evidence-based reading instruction.

There Are **5** Essential Elements of Effective Reading Instruction



National Reading Panel, 2000



Due to scientific advancements in brain imaging, we better understand how the brain learns to read, and know that in all cultures there's not much variability.

All babies are born with the same brain mechanisms—they are very universal. There is no single "reading region;" therefore, reading requires building neural circuits across critical brain regions.

However, because brain development after birth is influenced by inputs from the environment, and because those inputs are unique to each child, every human brain is unique in its rate of development. High-quality early reading instruction that builds neural pathways is essential.

Reading is an aspect of language acquisition, and language acquisition begins with recognizing the sounds of one's spoken language. Reading involves taking the sound recognition and connecting it with visual components (letters and words)—thus, the need for phonics instruction.

Seidenberg, 2017

SUCCESSFUL INTERVENTION BUILDS STUDENT SUCCESS:

Applying the Many Layers of Structured Literacy and Reading Research for Struggling K–5 Students



INTRODUCTION

Success in life can be foretold by success in school and reading achievement. Educators understand to build success, there must be a clear pathway toward that end goal. This paper highlights the path to success for our most struggling readers. How do we build success for students falling behind and struggling to read and understand grade-level text? How do we build teacher success for delivering the most effective reading content and strategies that will have the most positive outcomes for students? What impact does real-time diagnostic and prescriptive teaching have on teachers and students? How do we integrate these principals into daily intervention instruction?

The framework and instructional delivery in *Voyager Passport*[®] is a pathway to success for both teachers and students by providing:

- The most effective instructional strategies for literacy instruction and intervention for students in grades K–5
- Instruction beyond the core that includes 30 minutes of explicit, systematic intervention to accelerate growth
- Students with a variety of practice of skills they have been previously taught, as teachers model and provide guided support on priority skills
- Immediate feedback to eliminate any misconceptions and recommendations for re-teaching lessons impactful results to student learning
- Formative assessments and teacher guidance on differentiating instruction based on specific student need
- Content and instruction based on multiple meta-analyses and reviews of effective literacy instruction for all students to include:
 - Structured Literacy approach recommended by the International Dyslexia Association (IDA)—for all students and especially for students who struggle with literacy
 - National Reading Panel (NRP) and subsequent research on literacy instruction that confirms and expands on the NRP’s five pillars of effective reading instruction: phonological/phonemic awareness, phonics, fluency, vocabulary development, and comprehension.
 - Comprehensive research-based writing instruction and extra instructional time to help struggling readers improve, as recommended by current research-based best practices.

A guided pathway to navigate the remainder of this paper is detailed below in seven sections:

- 1 Executive Summary**—a top-level overview of *Voyager Passport's* alignment to the research 4
- 2 Research Supporting a Structured Literacy Approach**—which explains the research-based approach recommended by the IDA 5
- 3 The National Reading Panel’s Five Pillars of Effective Reading Instruction**—which presents research findings from the NRP and subsequent supporting studies. 7
- 4 Research About Comprehensive Writing Instruction for Struggling Writers**—which summarizes key findings of a meta-analysis about writing interventions for students with learning disabilities 14
- 5 Research Support for Extra Instructional Time to Target High-Priority Skills Gaps**—which presents research-based recommendations from a What Works Clearinghouse IES practice guide about how to effectively support struggling readers in grades K–5 16
- 6 How *Voyager Passport* Aligns to the Research**—which presents a detailed explanation of how the program aligns to the research summarized in each previous section of the paper 17
- 7 References**—a comprehensive list of sources reviewed for this paper 25

Executive Summary

The design of *Voyager Passport* reflects decades of research establishing the most effective literacy instruction for all students and literacy interventions for struggling readers in grades K–5.

- *Voyager Passport* follows the research-based Structured Literacy approach recommended by the International Dyslexia Association (IDA, 2019) for all students and especially for students who struggle with literacy. The program incorporates a systematic, cumulative progression of daily literacy intervention lessons for grades K–5. Explicit instruction and guided practice are organized in multilesson, theme-based Adventures. The instructional design supports diagnostic teaching, as recommended by the IDA, including ongoing assessment to determine student mastery and skill-specific reteaching activities based on student mastery data.
- *Voyager Passport* incorporates the five critical skill areas of effective reading instruction recommended by the National Reading Panel (NICHD, 2000) and subsequent research: phonological/phonemic awareness, phonics, fluency, vocabulary development, and comprehension. Instruction within these five NRP “pillars” reflects current research about effective strategies and practices.
- *Voyager Passport* provides comprehensive writing instruction that incorporates the three essential components identified in Gersten and Baker’s (2001) meta-analysis about writing interventions for students with learning disabilities—(1) helping students learn the steps of the writing process, (2) helping them identify and understand the key dimensions of different types of writing, and (3) incorporating structural supports that provide frequent opportunities for peer and teacher feedback as students attempt to apply what they are learning about impactful writing. Helping students develop stronger writing skills is strongly linked to improved reading skills for at-risk students (Gersten & Baker, 2001).
- *Voyager Passport* offers a well-structured approach for providing extra instructional time to target high-priority skills gaps for struggling students, as recommended in a What Works Clearinghouse (WWC) IES practice guide (Gersten et al., 2009). Specifically, *Voyager Passport* provides for 30 minutes of additional, systematic, explicit literacy instruction and guided practice, four or five days per week.



Voyager Passport offers a well-structured approach for providing extra instructional time to target high priority skills gaps for struggling students, (WWC, Gersten et al., 2009)

Research Supporting a Structured Literacy Approach

Structured Literacy is an approach to reading instruction recommended by the IDA—for all students and especially for students who struggle with literacy—“where teachers carefully structure important literacy skills, concepts, and the sequence of instruction, to facilitate children’s literacy learning and progress as much as possible” (IDA, 2019, p. 6).

Structured Literacy provides a systematic and explicit approach that focuses on helping students learn to decode words and that provides support for learning the function and meaning of words. There is a substantial body of research demonstrating that this approach is more effective for all types of readers (IDA, 2015).

In the Structured Literacy approach, the following principles guide instruction:

- A systematic approach to instruction should follow a logical order and be cumulative so each step is based on previously learned concepts
- Explicit instruction should cover all concepts and skills and should provide ongoing student-teacher interaction rather than expecting students to learn on their own
- Instruction should feature diagnostic teaching so the instruction is individualized and based on continuous assessment through informal observation and more formal measures. The goal is to develop automaticity so cognitive resources of the student can be freed up to focus on deeper comprehension skills.

These core principles of the Structured Literacy approach have been validated by researchers as being essential for teaching reading (IDA, 2019, citing multiple sources; NICHD, 2000; NRC, 1998).

Research Support for Structured Literacy

The National Reading Panel (NRP) in its seminal analysis of research on reading (NICHD, 2000), as well as additional research referenced below, found strong support for major components of a Structured Literacy approach, including teaching phonology/phonological awareness, sound-symbol association, syllable association, morphology, syntax, and semantics (learning the meaning of words) (IDA, 2015).

Research indicates that a Structured Literacy approach is effective for at-risk students, including students with dyslexia and other reading disabilities, and also for English language learners (IDA, 2019, citing Baker et al., 2014; Gersten et al., 2009; Kamil et al., 2008; Vaughn et al., 2006). Successful literacy instruction and intervention, especially for at-risk students, provides a strong core of highly explicit, systematic teaching of foundational skills such as decoding and spelling, as well



as explicit teaching of other important components of literacy such as vocabulary, comprehension, and writing (Fletcher et al., 2018; Gersten et al., 2009; Graham et al., 2012; Torgesen, 2004).

Research indicates if more schools used features of Structured Literacy in their curricula, many children's literacy challenges would be prevented or overcome (Foorman et al., 2016; NICHD, 2000). Research also suggests tiered interventions could be more effective if key features of Structured Literacy were incorporated (Gersten et al., 2009).

Because Structured Literacy encompasses systematic, cumulative, and explicit instruction, teachers are able to provide more support around areas of challenge specific to different types of struggling readers. Students with dyslexia can have challenges with phonemic awareness and phonological processing skills (IDA, 2019, citing Fletcher et al., 2018; Vellutino, Fletcher, Scanlon & Snowling, 2004) and thus can benefit from explicit instruction around their areas of challenge (IDA, 2019). Students with broad language disabilities and English learners can benefit from systematic instruction in the areas that address their specific challenges (IDA, 2019).



Research indicates that a Structured Literacy approach is effective for at-risk students, including students with dyslexia and other reading disabilities, and also for English language learners (IDA, 2019, citing Baker et al., 2014; Gersten et al., 2009; Kamil et al., 2008; Vaughn et al., 2006).

The National Reading Panel's Five Pillars of Effective Reading Instruction

The NRP conducted a comprehensive review of the research about effective reading instruction and concluded that to be effective, the teaching of reading needs to include the following five pillars: phonological/phonemic awareness, phonics, fluency, vocabulary development, and comprehension (NICHD, 2000). Since the publication of the NRP report, additional research has confirmed and expanded about the understanding of the effectiveness of each of these components. The following sections summarize the body of research that provides support for each of the NRP's five pillars of effective reading instruction.

Phonological/Phonemic Awareness

Phonological awareness is the ability to attend to the sounds of language, as distinct from its meaning (NRC, 1998). It is comprised of two levels: phonological sensitivity, meaning a “conscious awareness of larger, more salient sound structures within words, including syllables and sub-syllabic elements (onsets and rimes)” and phonemic awareness, meaning explicit awareness of the individual phonemes—the distinct units of sound—that comprise spoken words (Brady, 2012, p. 20).

In their meta-analysis of the research about teaching reading, the NRP found “teaching children to manipulate the sounds in language helps them learn to read.” The NRP found effect sizes ranging from small to large with the majority of effect sizes falling into the moderate range. The positive effects of phonemic awareness training were apparent after training had ended, helping children decode new words and remember how to read known words (NICHD, 2000, p. 2–5).

Research conducted following the NRP report stresses the most critical skills to focus on when teaching phonological awareness are blending phonemes (putting sounds together to form words) and segmenting phonemes (breaking words apart into their component sounds). Schuele and Boudreau (2008) carried out an extensive review of research about the development of phonological awareness and concluded learning to blend sounds and segment words were crucial for helping children learn to read and spell. Their review of the research indicated this was especially important for helping struggling students learn to read. Other researchers have found difficulty learning to blend and segment words was predictive of future reading problems (Scarborough & Brady, 2002).

A comprehensive research review about helping children effectively develop phonological awareness concluded there is clear support for having children learn larger units of sound (larger than the phoneme) and this learning should be accomplished first, followed by more formal instruction on phonemes (Goswami and Bryant, 2016). Research also confirmed there was a natural continuum of phonological



ability in children that begins with word-level skills followed by syllable, rime, and then phoneme-level skills. (Goswami & Bryant, 2016, citing Anthony et al., 2002).

Linking PA with phonics. It has also been clearly established linking phonemic awareness with explicit phonics instruction greatly improves the development of reading and spelling. The NRP concluded teachers should begin by teaching phonemic awareness skills, but then quickly link this instruction to learning letter sounds. It reported instruction that taught children to manipulate phonemes using letters created effect sizes almost twice as large as instruction that taught children without letters (NICHD, 2000). The National Early Literacy Panel (NELP) carried out a meta-analysis that confirmed the NRP findings. It concluded the effects of phonemic-awareness training were enhanced when they were combined with simple phonics tasks (NELP, 2008).

In a What Works Clearinghouse (WWC) practice guide for teachers, Foorman et al. (2016) reviewed the research and consulted with experts about the most effective ways to develop foundational literacy skills. The WWC recommendation relative to teaching phonemic awareness was for teachers to help students: “Develop awareness of the segments of sounds in speech and how they link to letters” (p. 2). The WWC advised teachers to guide students to recognize and manipulate segments of sound in speech, and especially to use word-building activities to connect student understanding of letter-sound relationships with phonemic awareness (Foorman et al., 2016).

Phonics

Teaching phonics involves focusing on the acquisition of letter-sound correspondences to support reading and spelling. As children better understand the correspondences between sounds and letters, and between sounds and letter combinations, they are then better equipped to take on the more challenging tasks of decoding and encoding words.

The NRP found strong evidence in support of phonics instruction that is explicit and systematic (NICHD, 2000). Explicit phonics instruction means the teacher provides clear and precise instruction, and systematic phonics instruction means the teacher has a specific plan or sequence for introducing letter-sound relationships (Kilpatrick, 2015). The NRP recommended systematic and explicit approaches to phonics include “a planned, sequential introduction of a set of phonic elements along with teaching and practice of those elements” and “the identification of a full array of letter-sound correspondences” (NICHD, 2000, pp. 2–89, 2–99).



The NRP report indicates systematic and explicit instruction in phonics is the most effective way to ensure reading growth (Berninger et al., 2003; Boyer & Ehri, 2011; Henry, 2003).



Further research following publication of the NRP report indicates systematic and explicit instruction in phonics is the most effective way to ensure reading growth (Berninger et al., 2003; Boyer & Ehri, 2011; Henry, 2003).

Specific phonics approaches. The NRP found using synthetic phonics instruction—the explicit teaching of letter-sound correspondences and then the blending of sounds to form words—resulted in improved reading abilities and that effect sizes of these interventions were larger than other comparison interventions. In addition, the NRP found reading programs that combined synthetic phonics with a focus on larger-units also produced positive results (NICHD, 2000, citing Lovett et al., 2000).

Following the NRP report, a U.S. Department of Education teacher practice guide recommended teaching students to blend letter sounds and sound-spelling patterns from left to right to sound out a “recognizable pronunciation.” The Department of Education advised teachers to begin with simple consonant-vowel-consonant (CVC) words students already know and then show students how to blend the sounds while providing feedback as they work toward independence and gradually progress to new and longer words (Foorman et al., 2016, p. 23).

Teaching both decoding and encoding. Research shows that to become proficient readers and writers, early readers need to learn decoding and encoding skills. Helping children understand sound-symbol connections by learning the visual-to-auditory relationship between letters and sounds is essential for learning to read (decoding) and learning the auditory-to-visual relationship is needed to write words (encoding). In a review of research in this area, Foorman et al. (2016) concluded there is strong evidence for teaching decoding and encoding skills, especially in grades K–3.

Weiser and Mathes (2011) conducted a review of the research about effective instruction for learning to decode and encode words and noted that research is especially strong in support of teaching encoding skills to students who are at risk of literacy failure. They found learning to manipulate phoneme-grapheme correspondences enhances literacy performance and there is a synergistic relationship in using encoding and decoding instruction. Weiser and Mathes conclude there are long-term benefits from teaching children encoding beginning in kindergarten.

Pairing phonics instruction with reading texts. Research conducted by Adams (1990) found systematic instruction in phonics is more effective for all readers—struggling through advanced—when it is paired with the reading of meaningful, connected text. The NRP verified Adams’ research (NICHD, 2000), and later research confirmed the NRP review (Brady, 2012; Dehaene, 2009; Moats, 2012; Strickland, 2011). The What Works Clearinghouse recommends starting early with daily reading of connected texts as soon as students can identify a few words (Foorman et al., 2016).

Fluency

The NRP defines fluency as the ability to read text with speed, accuracy, and proper expression (NICHHHD, 2000). Fluent readers are able to focus on comprehension without directing large concentrations of cognitive processing resources to decoding words. The NRP notes fluency is a precursor to comprehension and is frequently overlooked in classroom instruction (NICHHHD, 2000).

The National Assessment of Education Progress estimated 40 percent of fourth grade students in the U.S. were deficient in using proper expression and syntax in their reading and 25 percent of students read with less than 95 percent accuracy. Proper expression, syntax, and accuracy are key components of reading fluently (Daane et al., 2005).

Guided oral reading to improve fluency. The NRP analysis found clear research support for repeated oral reading with feedback and guidance, which has been shown to have a positive effect on fluency (NICHHHD, 2000). Before students have the necessary skills to read connected text, fluency instruction should include the building blocks of reading, including letters or sounds and reading regular and sight words automatically. Once students can read connected text, guided instruction in the form of oral reading using choral, echo, and repeated reading with feedback are effective practices for improving fluency and reading achievement (Chard, Vaughn, & Tyler, 2002; Homan, Klesius, & Hite, 1993; NICHHHD, 2000). Developing fluency in reading requires practice, and repeated readings can improve reading and also lead to improvement in decoding, reading rate, and comprehension (Kuhn & Stahl, 2000; NICHHHD, 2000).

Vocabulary Development

Vocabulary development is at the root of learning any language. It entails learning the meaning of new words and concepts in different contexts. Teaching students to learn new words involves providing explicit instruction about important words from text and helping them learn strategies to independently learn new words. As texts increase in complexity, students need strategies to continue to expand their oral and written vocabulary abilities (Kamil et al., 2008; Loftus-Rattan & Coyne, 2013).



Expanding the size and depth of a student's vocabulary is linked to higher levels of reading comprehension (Adolf & Perfetti, 2014; Kamil et al., 2008; Rasinski et al., 2011, citing multiple sources).

Teacher-directed, explicit reading comprehension instruction should include the use of modeling, thinking aloud, questioning, summarizing, and other techniques that promote active construction of meaning (Moats, 2005).



The NRP identified vocabulary instruction as an essential skill students need to improve reading performance (NICHD, 2000). Research conducted after the NRP report confirms expanding the size and depth of a student's vocabulary is linked to higher levels of reading comprehension (Adolf & Perfetti, 2014; Kamil et al., 2008; Rasinski et al., 2011, citing multiple sources).

Conclusive research reported explicit vocabulary instruction in the early grades results in children learning more words (Graves & Silverman, 2011, citing Beck & McKeown, 2007). Explicit instruction about word meaning can be provided in many different ways: teachers can explain the meaning of a word, give students examples of a word in different contexts, assist students with word choice when writing, and ask children to give examples of how to use words.

Providing explicit instruction, focusing on important words from text, helping students learn strategies to independently decipher word meanings, and gradually increasing the complexity of student word learning enables students to read more complex and grade-appropriate text (Kamil et al., 2008; Loftus-Rattan & Coyne, 2013). In an extensive review of the research about vocabulary instruction, researchers verified the effectiveness of using explicit instruction to help children learn new words (Butler et al., 2010). Explicit vocabulary instruction has been found to be particularly effective in teaching struggling readers (Lehr, Osborn, & Hiebert, 2004).

Rich and multiple contexts. The NRP report indicated learning new vocabulary words within rich and multiple contexts is effective in helping children increase their word learning. The authors concluded that though some time needs to be devoted to direct instruction about vocabulary, it is vital and more motivating for students to spend time learning vocabulary in rich and multiple contexts. The NRP stated: "Repetition, richness of context, and motivation may... add to the efficacy of incidental learning of vocabulary" (NICHD, 2000, p. 4–4).

Using rich texts providing different types of content helps students learn new vocabulary, whereas solely relying on isolated word drills is insufficient. Research following the release of the NRP report confirms that ideally, explicit instruction should be combined with using rich contexts. The findings indicated this held true for all students: those with learning disabilities and those without identified challenges (Biemiller, 2011).



Teaching roots, prefixes, and suffixes. Researchers of vocabulary development found an effective strategy to teaching students word meaning was to teach morphology, namely the use of clues found in the structure of a word itself, such as word roots, prefixes, and suffixes (Baumann et al., 2012). A review of recent research about vocabulary instruction found support connecting the learning of morphology to increases in reading comprehension (Graves & Silverman, 2011, citing multiple resources).

Teaching use of context clues. Another strategy, teaching students to use context clues in addition to simply providing word definitions, helps children develop a greater depth of knowledge (Graves & Silverman, 2011). The effectiveness of teaching students to use context clues with vocabulary development has been confirmed by a large body of research (Baumann et al., 2012; Graves & Silverman, 2011, citing multiple sources).

Vocabulary development for English language learners (ELLs). ELLs benefit from the same strategies for vocabulary development as those that are effective with English speakers (Graves & Silverman, 2011, citing August, Carlo, Dressler, & Snow, 2005). Additional strategies have also been found to be particularly helpful for English language students, e.g., showing children pictures and real objects that represent words, and practicing pronunciation of words on multiple occasions (Graves & Silverman, 2011, citing multiple sources).

Comprehension

Comprehension, the ability to understand and gain meaning from language, is closely related to a student's background knowledge. The National Research Council (NRC, 1998) asserted a child needs both background knowledge and conceptual sophistication to understand the meaning of a text. Students extract meaning as well as construct meaning as they build representations and gain new meaning (Snow & Sweet, 2003). Comprehension abilities are the direct result of active reading in which readers think about their reading, making connections and inferences to understand text.

Multiple strategies instruction. The NRP found helping students learn specific cognitive strategies and guiding students to reason strategically when challenges occur can result in improved reading comprehension. The NRP concluded teaching different reading comprehension strategies is effective and results in increased understanding and retention of texts, and instruction about the flexible use of multiple strategies is effective in teaching comprehension (NICHD, 2000).

Research about comprehension following the NRP report has confirmed the effectiveness of explicit teaching of multiple strategies. It is recommended students be taught to distinguish the elements of narrative and expository text and to apply specific comprehension strategies, including self-monitoring their own reading (metacognition), previewing the text and making predictions; organizing and retelling information presented; recognizing story structure; generating questions about the text; identifying main ideas and summarizing text passages; engaging in self-questioning and visualization; and confirming or revising predictions (Carlisle & Rice, 2002; NICHD, 2000; Pressley & Wharton-McDonald, 1997; Rosenshine, Meister, & Chapman, 1996).

Teacher-directed, explicit reading comprehension instruction should include the use of modeling, thinking aloud, questioning, summarizing, and other techniques that promote active construction of meaning (Moats, 2005). In addition, increasing the amount of time spent in reading appropriate level texts with teacher supports or scaffolds results not only in improved word reading but in comprehension as well (Kuhn et al., 2006).

Multiple genres and engaging texts. Researchers Roskos and Newman recommend instruction should include having students read from multiple genres to build comprehension skills. Reading storybooks can “convey information in ways that spark children’s imagination and thought processes” and reading narratives and informational texts provide students with opportunities to build content knowledge and develop vocabulary (Roskos & Neuman, 2014, p. 508).

Literacy experts recommend texts be carefully selected to increase student motivation and engagement, which can result in higher levels of reading comprehension. Motivation helps increase student perseverance, especially when reading difficult or challenging texts, and increased engagement can also help students improve their use of strategies when approaching a text, which can boost reading abilities. (Robertson et al., 2014, citing Alexander, 2005; Taboada, Tonks, Wigfield, & Guthrie, 2008/2009). In addition, choosing texts students are interested in—texts that include intriguing characters and captivating stories—helps motivate students to read more. Greater time spent reading can foster greater comprehension (Robertson et al., 2014).

Interspersing comprehension questions. Based on more than a decade of study, Beck and McKeown (2006) developed an effective approach to help boost reading comprehension that incorporates questions designed to anticipate likely comprehension challenges. While traditional reading instruction often requires students to complete the reading of a text followed by answering comprehension questions, Beck and McKeown recommend interspersing comprehension questions throughout the reading of a text. In their research, they discovered that having students read the entire text was problematic, because as students encountered challenges while reading a text, they could develop misconceptions or feel lost. Interspersing questions during the reading process helps students stay on track and results in greater understanding of each section of a text. This strengthens and “settles local understanding” so “global understandings” can be solidified (Beck & McKeown, 2006, pp. 31–32).

Using graphic organizers. Graphic organizers can also be used to help boost comprehension by representing visually the meanings and relationships of the ideas being conveyed by a text. The NRP reviewed 11 research studies about graphic and semantic organizers and found these tools helped students increase comprehension and resulted in greater understanding and memory of the content (NICHD, 2000).

Research About Comprehensive Writing Instruction for Struggling Writers

A meta-analysis of writing interventions for students with learning disabilities found that to be effective, there must be explicit teaching of the following three components:

- “The steps of the writing process”
- “The critical dimensions of different writing genres”
- “Structures for giving extensive feedback...from either teachers or peers” (Gersten & Baker, 2001, p 251).

Helping struggling students improve their writing skills is linked to improved reading skills (Gersten & Baker, 2001). In their meta-analysis, Gersten and Baker focused on interventions that addressed writing content, which they found to be especially effective for students with learning disabilities, rather than interventions addressing writing mechanics (Gersten & Baker, 2001).

Gersten and Baker established the scope of their meta-analysis as reviewing and analyzing studies focused on the teaching of “expressive writing,” which is defined as “writing for the purpose of displaying knowledge or supporting self-expression (Gersten & Baker, 2001, citing Graham & Harris, 1989). The goal of expressive writing is to develop writers who are “self-regulating”—that is, writers who can analyze task requirements, verbalize goals, and adapt or create strategies to accomplish their writing assignments. Self-regulating writers are able to monitor their progress throughout the writing process, and adapt and adjust strategies as needed to meet their objectives (Gersten & Baker, 2001, citing Butler et al., 2000).



Helping struggling students improve their writing skills is linked to improved reading skills (Gersten & Baker, 2001).

In examining the research, Gersten and Baker found that across 13 studies reviewed, the mean effect size on the aggregate writing measure was 0.81, providing clear evidence that the writing interventions had a significant positive effect on the quality of student writing.¹ They concluded: “Overall, the multiple-baseline studies suggest that writing interventions for students with learning disabilities are effective and feasible” (Gersten & Baker, 2001, p. 264). They noted that components of all but one of the 13 interventions overlapped significantly and that these components could be sorted into **three broad areas**:

- 1 Explicit instruction in planning:** Students need to be shown how to organize and plan what they want to communicate in their writing, and they need guidance in how to get their thoughts down on paper. Peer editing can be particularly effective in helping students with the planning, drafting, and revising phases of writing (Gersten & Baker, 2001).
- 2 Explicit instruction in the conventions of a writing genre:** Explicitly teaching different types of text structures or genres provides students with models and prompts to follow. “Planning think sheets” help students organize their writing and prompt students to recognize different genres, their structure, and what is expected to be included when writing in a specific genre (Gersten & Baker, 2001, p. 266).
- 3 Structures for giving guided feedback from teachers or peers:** Feedback provided by teachers or peers needs to be frequent and address issues of quality, missing elements, and strengths. This feedback also helps create a common vocabulary for discussing writing, which results in better writing. Feedback encourages students to begin to take into account the needs of readers and to start thinking about how to engage readers as they write. Across studies, Gersten and Baker found what was most important in giving feedback was having a structure and prompts for helping focus the feedback, and it was effective regardless of whether a teacher or a peer was providing the feedback (Gersten and Baker, 2001).



¹ “In educational research, an effect size of this magnitude is typically considered a strong effect.” (Gersten & Baker, 2001, citing Cohen, 1988).

5 Research Support for Extra Instructional Time to Target High-Priority Skills Gaps

Struggling readers need to be provided with evidence-based interventions to strengthen their reading skills. In a What Works Clearinghouse (WWC) IES practice guide devoted to identifying how to effectively support struggling readers in grades K–5, researchers found strong evidence² in support of the effectiveness of providing systematic instruction to small groups for 20 to 40 minutes at a time (Gersten et al., 2009).

The WWC panel found 11 studies that met WWC standards or met WWC standards with reservations. The WWC noted that because seven of the 11 studies reviewed “produced a significant effect on at least one reading outcome, and all seven studies used explicit instruction,” it could conclude explicit instruction is effective in tier 2 reading interventions.³ (p. 20)

Based on the studies reviewed, the authors of the WWC practice guide recommended that tier 2 instruction should be provided to small homogeneous groups using curricula that address the major components of reading instruction (phonemic awareness, phonics, fluency, vocabulary development, and comprehension) (Gersten et al., 2009)—that is, the NRP’s five pillars.

The WWC panel recommended instruction in reading needs to be systematic, which entails gradually addressing specific skills and then integrating those skills with other skills so that with practice, students can better generalize these skills (Gersten et al., 2009, citing multiple sources). The panel also recommended explicit reading instruction should provide many opportunities for teacher-student interaction and include practice and corrective feedback. Helping students think aloud is considered an important part of all components of reading instruction (Gersten et al., 2009).



Researchers found strong evidence⁵ in support of the effectiveness of providing systematic instruction to small groups for 20 to 40 minutes at a time (Gersten et al., 2009).

² *Strong evidence* refers to consistent and generalizable evidence that a program causes better outcomes. It is the highest IES standard of evidence (Gersten et al., 2009, p. 1).

³ Tier 2 interventions target students who are struggling with reading based on demonstrating weak progress during classroom instruction or based on screening measures.

6 How *Voyager Passport* Aligns to the Research

Voyager Passport follows the Structured Literacy approach recommended by the IDA—for all students and especially for students who struggle with literacy—and addresses all of the critical skill areas of effective reading instruction recommended by the National Reading Panel (NRP) and subsequent research about literacy instruction. *Voyager Passport* also provides comprehensive writing instruction in accordance with research about interventions for struggling students. The program is designed to provide below-level students with the extra instructional time they need to target their high-priority literacy skill gaps.

***Voyager Passport* follows the IDA's Structured Literacy approach**

Voyager Passport provides a systematic, cumulative progression of daily literacy intervention lessons that spans grades K–5. Explicit instruction and practice are organized in multilesson, theme-based Adventures. In each lesson, instruction is divided into two parts:

- Word Works, where (depending on the grade level), instruction focuses on letter and sound identification; phonological and phonemic awareness (grades K–2); phonics (grades K–5); word reading; advanced word study (grades 2–5) including morphology; and spelling.
- Listen to Understand (early grade K) or Read to Understand (later grades K–5), where instruction focuses on comprehension and vocabulary development, including syntactical and semantic knowledge.



Students also have opportunities for appropriate practice in the use of letters, sounds and words; building reading fluency; listening, speaking, and language usage; vocabulary development; comprehension; and guided writing.

Thus, *Voyager Passport* addresses all of the curriculum content focuses recommended by the IDA.

Diagnostic Teaching

Also, in keeping with the Structured Literacy approach, teachers are guided to engage in diagnostic teaching, including:

- An instructional design that includes ongoing assessments to determine student mastery, and skill-specific reteaching activities to be used based on student mastery data
- Embedded correction procedures provided at the point of use in a lesson to address anticipated student errors and misconceptions

Additional guidance to teachers comes in the form of *Teacher Talk* and research-based tips about what to *Look For*, *Watch For*, and *Remember* about skill development, expectations, and support to students to foster their success.

Support for Struggling Readers

Lesson scripting in *Voyager Passport* supports teachers in providing explicit instruction in all literacy skill areas, consistent with the IDA's research-based recommendations for teaching at-risk students and those with reading disabilities. Interspersed suggestions about providing differentiated instruction help ensure struggling students get the extra support they need.

Tips for supporting ELLs are provided at the point of need throughout each multilesson Adventure.

The *Voyager Passport* curriculum addresses the NRP's 5 pillars of effective reading instruction

Voyager Passport provides systematic, explicit instruction and practice in the **five essential reading skill areas** recommended by the NRP and supported by subsequent research:

- 1 Phonological/phonemic awareness
- 2 Phonics
- 3 Fluency
- 4 Vocabulary development
- 5 Comprehension

1 Phonological/phonemic awareness

As noted above, Word Works provides daily instruction and practice in phonological and phonemic awareness (PA) for students in grades K–2. Explicit PA instruction covers sound and word discrimination; rhyming; alliteration; syllable blending, deletion, and counting; onsets and rimes; phoneme discrimination, initial and final sound matching and substitution, and phoneme blending and segmenting with all phonemes found in spoken English. In general, the sequence of lessons in grades K and 1 is in keeping with children’s typical continuum of phonological ability—from a focus on syllables, then rime, then phonemes. Phonemic awareness instruction progresses from a focus on words with two phonemes to words with three phonemes, then to words with four or more phonemes.

As letters and their sounds are introduced in kindergarten, *Voyager Passport* Word Works lessons quickly integrate phonemic awareness training with explicit phonics instruction, as recommended by the NRP, the National Early Literacy Panel, and the WWC.

2 Phonics

Systematic, explicit synthetic phonics instruction. In *Voyager Passport*, systematic, explicit introduction of letters and letter-sound correspondences starts with the earliest Word Works lessons at the kindergarten level, with one or two letters introduced in five-lesson sets and a new vowel introduced every 10 to 15 lessons. Starting with theme-based Adventure 3, kindergarten students receive explicit instruction with VC and CVC words that use letter-sounds they have learned. Blending and segmenting simple written words starts with Adventure 5, and work with CVCC words begins with Adventure 6.

In later grades, students are gradually introduced to and work with blends and digraphs, as well as challenging letter combinations.



"Appropriate practice in the use of letters, sounds and words; building reading fluency; listening, speaking, and language usage; vocabulary development; comprehension; and guided writing addressing all of the curriculum content recommended by the IDA".



Encoding through spelling activities. Spelling activities with words built from previously introduced letter combinations start with Kindergarten Adventure 8 and continue through grade 5, so students gain experience with encoding (in addition to decoding).

Phonics work paired with reading meaningful text. Starting at mid-kindergarten and thereafter, students read a series of progressively more challenging controlled readers that provide experience applying their learned phonics skills to engaging, relevant texts that are tied to the current Adventure's over-arching theme. These controlled readers are also used to develop reading fluency and in comprehension instruction.

3 Fluency

Beginning at mid-kindergarten, students learn basic sight words and practice applying phonics skills to build automaticity. Students also practice fluent reading of sentences: the teacher models oral reading of a written sentence, then the students read the sentence aloud.

In grades 1–5, students engage with *Voyager Passport* controlled readers in a variety of fluency practices, including partner reading, repeated reading, activities focused on reading with expression, and timed reading as formative assessment.

Echo reading activities for ELLs are interspersed throughout the curriculum.

4 Vocabulary Development

Starting in kindergarten, as part of the Listen to Understand/Read to Understand portion of the *Voyager Passport* lessons, students are taught to use context clues and their own prior knowledge to get the meaning of unfamiliar words. Starting at grade 1, students are taught dictionary skills. Use of context clues, prior knowledge, and dictionary skills are practiced in later grades.

Also, in grades K–2, students learn to organize words in meaningful categories, are introduced to common synonyms and antonyms, and learn words according to their function in English (e.g., story words, action words, sequence signal words, descriptive words). They also learn words with multiple meanings (using graphic organizers), homophones, compound words, and words that are important in comprehending science and social studies texts. Some activities help students develop concepts more deeply. For example, in preparation for reading a text about a Family Day in a park, the teacher and students use a word web to develop students' understanding of the concept of a park.

Starting at mid-grade 2, students are taught common roots, prefixes, and suffixes, and how these provide clues to the meaning of words (i.e., morphology). Also, in preparation for reading a lesson's Read to Understand text, students learn a specific set of target vocabulary words to support comprehension.

Multiple exposures and contexts. Consistent with the findings of the NRP and subsequent research, *Voyager Passport* provides multiple exposures to new vocabulary in a variety of contexts, including reading texts, classroom discussion, and teacher questioning.

Support for ELLs. Guidance about how to support ELLs in their development of English vocabulary is interspersed throughout the *Voyager Passport* program.

5 Comprehension

Comprehension learning activities are included in every lesson within *Voyager Passport*.

For the first half of kindergarten, the Listen to Understand part of the lesson typically starts with preparatory vocabulary or concept development activities. Then, a text is read aloud and becomes the focus of explicit comprehension instruction and practice. Skills and strategies addressed include recalling information, retelling a story, further developing concepts based on the text, making predictions or inferences supported by details, and drawing comparisons based on details.

Starting at mid-kindergarten, each lesson includes a Read to Understand part, which is divided into three segments: Before Reading, During Reading, and After Reading.

- Before Reading: The purpose for reading is set, students' prior knowledge is activated, and they identify text features, structure, or genre. They also make predictions and participate in discussions about the topic.
- During Reading: Instruction guides students to form ideas about what they are reading, and students learn strategies to organize their thinking. They begin to ask the questions for the prereading activities and form new ones as they read.
- After Reading: Instruction guides students to retell or summarize the main themes and understandings in the text, answer questions, and evaluate what they read.

Multiple strategies and explicit instruction. Lesson scripting guides teachers to provide explicit instruction and support as students learn and practice applying multiple comprehension strategies and skills, including:

- Distinguishing between fiction and nonfiction
- Identifying features of different literary forms and different forms of communication
- Setting a purpose for reading and/or identifying the author's purpose
- Self-monitoring their understanding of what they are reading (metacognition)



- Making and supporting predictions and inferences
- Identifying cause and effect
- Verifying outcomes
- Drawing conclusions
- Retelling a story
- Recalling the sequence of events
- Identifying story elements
- Character analysis
- Identifying literary devices
- Summarizing
- Understanding the main idea of a text
- Understanding connections between characters or ideas in a text
- Asking and answering questions about a text

In *Voyager Passport*, comprehension strategies and skills are explicitly taught. The teacher is guided to present each skill and explain the reasons for learning it, model how to do it, and probe students about their initial understanding. Students then engage in teacher-guided practice before moving on to independent application of the skill.

Mix of genres. At the kindergarten level, most of the texts are fiction. Starting at grade 1, there is an even mix of fiction and nonfiction.

Engaging texts. Students love *Voyager Passport's* engaging, relevant, adventured-themed units and related texts that build background knowledge in core subject areas and include content related to science, social studies, the arts, and social-emotional learning.

Interspersed questions. Questions to support comprehension are interspersed in both the During Reading and After Reading parts of a lesson. Students are also encouraged to ask and answer their own questions as they read.

Graphic organizers to support comprehension. Graphic organizers are used to build background knowledge about the theme of the Adventure and to support development of specific comprehension strategies and skills, including identifying cause and effect, drawing comparisons, identifying problem and solution, story mapping, concept mapping, identifying and supporting main ideas, and making inferences based on information from a text.

***Voyager Passport* provides comprehensive writing instruction for struggling writers**

At every grade level, *Voyager Passport* includes three writing projects related to the theme of the current reading Adventure, with embedded comprehensive writing instruction.

Explicit instruction in planning. Each writing project consistently guides students through sessions in brainstorming and planning, organizing their ideas, drafting, revising, editing, preparing a final draft, and sharing their written work. At various phases of the project, the teacher explains and models the process, and students support each other in pairs to encourage dialogue and review of other's work.



Explicit instruction on three writing genres. At each grade level, *Voyager Passport* writing projects focus on three different writing genres: one project on informational writing, one on narrative writing, and one on opinion writing. Key characteristics of the genre are introduced explicitly. For example, at the start of an informational writing project about an animal that lives in the desert, students are introduced to the concepts of *purpose* for writing, *organization* into paragraphs with main ideas, *language used* (usually third person, present tense, with specific adjectives and adverbs to describe number, shape, color, size, and movement), and *text features* such as charts, maps, and diagrams.

Genre-specific prompts and graphic organizers are used to guide students through the writing project. For example, in a story writing project, students use graphic organizers to think through story elements, to add details about each character in the story, and to plan the sequence of events.

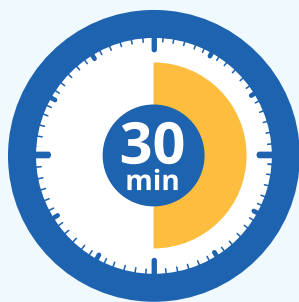
Structures for giving guided feedback. Genre-specific prompts are provided suggesting review and feedback at various phases of the writing project, by the teacher or a student peer. Discussion about how to improve the writing is encouraged. Revision and editing checklists guide students' review of their own work.

Voyager **PASSPORT**

Voyager Passport offers a well-structured approach for providing extra instructional time to address the needs of struggling students.

Voyager Passport is structured to give struggling students 30 minutes of additional, explicit literacy instruction, four or five days per week. As noted, the curriculum provides a systematic, gradual progression of skill development in each of the five pillars of reading instruction recommended by the NRP and the WWC, plus instruction in writing.

As recommended by the WWC, lessons are designed for small-group instruction. This small-group design allows for a high level of teacher interaction with each student in the group, with ample opportunities for practice, feedback, and reteaching as needed.



Preview the proven intervention solution that takes only 30 minutes per day. Download your sample:
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