

BCSCR



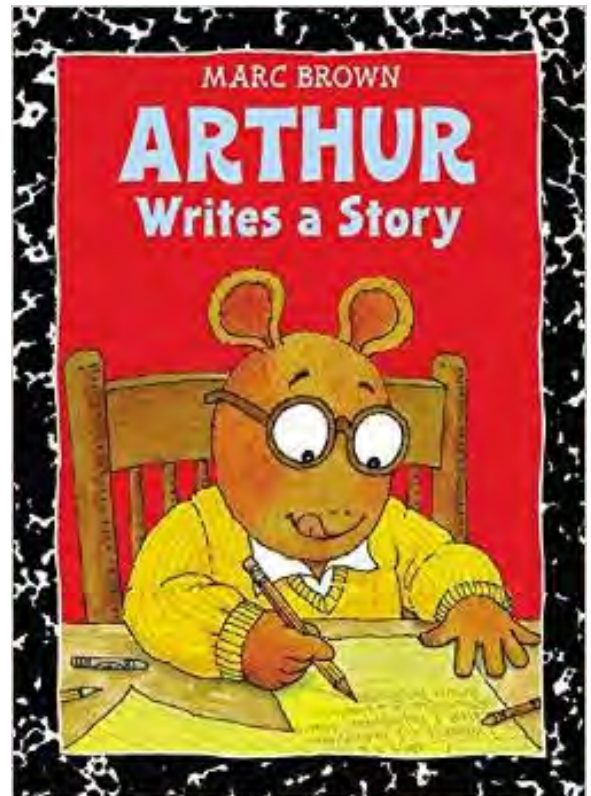
Building Communities that
Support Children's Reading

Arizona

Arthur Writes a Story

By Marc Brown

Lexile 320



1st Grade - Unit 1: Books

Other books in this unit include:

Author - A True Story

How a Book is Made

This grant is managed by
The Three Rivers Education Foundation
<http://threeriverseducationfoundation.org>

505-436-2548

501 Airport Dr., Suite 209
Farmington, NM 87401

1st Grade Unit of Study

Arthur Writes a Story, Author: A True Story, How a Book is Made

Purpose for Reading & Learning:

Overall unit purpose is to explore the essential questions:

- *What makes a story worth the hard work that goes into creating it?*
- *What do authors do to create good stories?*

Pacing Guide:

- Arthur Writes a Story – 2-3 days
- Author: A True Story – 1-2 days
- How a Book is Made – 2-4 days

Student Texts

1. Arthur Writes a Story, by Marc Brown (2011)

Lexile 320

Book Jacket Synopsis

The class homework assignment is to write a story, and everyone seems to be writing about something interesting... except Arthur. Will he find something he wants to write about or will his story be a big mess?

2. Author: A True Story, by Helen Lester (1997)

Lexile 570

Book Review

In the course of telling her life story, Lester tells youngsters how she writes, why she writes, and what it's like to be an author... A delightful, jolly romp that should find a wide and appreciative audience. -School Library Journal

3. How a Book is Made, by Alike (1986)

Lexile 390

Editor's Note

The various steps in the making of a book can differ from one publishing house to another; this book shows how this book was made. -A Reading Rainbow book.

College and Career Ready Focus

Arthur Writes a Story

- 1.RL.3 – Describe characters, settings, and major events in a story, using key details.
- 1.RL.7 – Use illustrations and details in a story to describe its characters, setting, or events.

Author: A True Story

- 1.RI.7 – Use the illustrations and details in a text to describe its key ideas.
- 1.RI.9 – Identify basic similarities in and differences between two texts on the same topic.
- 1.L.5 – With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

How a Book is Made

- 1.RI.7 – Use the illustrations and details in a text to describe its key ideas.
- 1.RI.9 – Identify basic similarities in and differences between two texts on the same topic.

Unit Components

Included in this unit for each of the texts:

- Lesson Overview
- Phonemic Awareness Warm-up
- Phonics Practice
- Vocabulary List and Activity Menu
- Text Dependent Questions for Comprehension and Building Connections
- Anchor Chart Samples
- Book Assessment

Teacher Resources

Accompanying this unit are sets of documents entitled **Resources for Effective Instruction** and **Resources: Forms and Reproducibles**. In these resources you will find:

- Curriculum Design Theory
- Differentiation
- Think Alouds
- Vocabulary Instruction Protocol
- Partner Reading Routines
- Question Stems for Partner Reading
- Character Analysis Charts
- Sentence Web
- Vocabulary Word Map Examples

Table of Contents

Arthur Writes a Story Lesson Overview

Phonemic Awareness Warm-up

Phonics Practice

Vocabulary List and Activity Menu

Text Dependent Questions for Comprehension and Building Connections

Anchor Chart Samples

Author: A True Story Lesson Overview

Phonemic Awareness Warm-up

Phonics Practice

Vocabulary List and Activity Menu

Text Dependent Questions for Comprehension and Building Connections

Anchor Chart Samples

How a Book is Made Lesson Overview

Phonemic Awareness Warm-up

Phonics Practice

Vocabulary List and Activity Menu

Text Dependent Questions for Comprehension and Building Connections

Anchor Chart Samples

Citations

Aliki. (1986). *How a book is made*. New York, NY: HarperCollins Publishers.

Authentic Educations: What is understanding by design? Retrieved 1/17/15 from
<http://www.authenticeducation.org/ubd/ubd.lasso>

Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life*. New York, NY: The Guilford Press.

Brown, M. (1996). *Arthur writes a story*. New York, NY: Hachette Book Group, Inc.

Buehl, Doug (2003). *Classroom strategies for interactive learning*. Newark, Delaware: International Reading Association

Dahlgren, M. (2015). *Tools4reading: West virginia phonics lessons*. Retrieved 4/28/15 from
<http://www.tools4reading.com/west-virginia-phonics-lessons-are-here.html>

Harvey, S. & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. Markham, Ontario: Stenhouse Publishers.

Lester, H. (1997). *Author: A true story*. New York, NY: Houghton Mifflin Company.

McGraw Hill Companies. *CCSS eHandbook*. mhschool.com/lead_21 retrieved 2/10/2015.

McTighe, J & Wiggins, G. (2013). *Essential questions: Opening doors to student understanding*. Alexandria, VA: ASCD.

Moats, L.C., & Hall, S. (2010). *Language essentials for teachers of reading and spelling: Teaching phonics, word study, and the alphabetic principle*. Boston, MA: Sopris West Educational Services.

PARCC evidence tables. Retrieved 4/24/2015 from <http://www.parcconline.org/K2-assessments>

Patterson, K. (2013). *Robust vocabulary instruction*. Des Moines, NM: Professional development session by Regional Reading Coach. Adapted from Beck, McKeown, & Kuchan (2002).

Vaughn, S., & Linan-Thompson, S. (2004). *Research-based methods of reading instruction: Grades K-2*. Alexandria, VA: Association for Supervision and Curriculum Development. www.readingrockets.org

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: ASCD.

1st Grade College and Career Ready Unit of Study

Arthur Writes a Story, Author: A True Story, and How a Book Is Made

Unit Assessment Preview

Student Copy in Resources

1) What does the word *dull* mean?

Dull means boring, not exciting

What clues in the text helped you to know?

"I don't want to write a boring story," said Arthur.

1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses

2) How did the other characters in the story feel about Arthur's singing-dancing story?

a. They thought it was confusing.

How do you know they felt this way?

Student responses should reflect this based on facial expressions of the characters in the illustrations, on D.W.'s remarks, and the spooky silence in the classroom.

*1.RL.3 Describe characters, settings, and major events in a story, using key details.
1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.*

Author: A True Story

3. Who is telling this story?

Helen Lester (author and narrator)

**1.RL.6 Identify who is telling the story at various points in a text.*

Is this story fiction or nonfiction? How do you know?

Fiction; the title says it's a true story.

**1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of texts.*

*(Note: while written in narrative format, this is still considered an informational text [autobiography]. *Some RL standards are referenced here. However, follow RI standards for instruction.)*

This story is mainly about

becoming an author

1.RI.2 Identify a topic and retell key details of a text.

4. Look at this illustration from the book. Which of these go with it and help tell us more about the story?

“So I spent a lot of time dreaming about what I wanted to be when I grow up.”

1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

5. In *Arthur Writes a Story*, Arthur works hard to create something he can be proud of. In this book, Helen Lester works hard as a writer, too. Compare the two books. Tell one thing that is the same in each book, and one thing that is different.

Possible answers:

SAME

- *Both Arthur and Helen want to create a good story*
- *Both keep changing their stories*
- *Both keep trying, even though it is hard*

DIFFERENT

- *Helen’s story is true, Arthur’s is not*
- *Arthur’s friends give him suggestions, Helen’s don’t*
- *Helen’s story gets published, Arthur’s doesn’t*

1.RI.9 Identify basic similarities in and differences between two texts on the same topic.

How a Book is Made

6. Name two people who help the author with her book and tell how they help her.

Answers will vary

1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

7. The illustrations in this book tell us a lot more than the text tells us. What are two things that you learned about from **ONLY** the illustrations?

Answers will vary

1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

8. Write three things that authors do to create good stories.

Answers will vary

9. What makes a story worth the hard work that goes into creating it?

Answers will vary

Arthur Writes a Story

by Marc Brown

Phonemic Awareness Warmup

THIS SHOULD TAKE NO MORE THAN 4 MINUTES

ELA-Literacy.RF.1.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.

“What are the vowels? Remember, long vowels say their name, short vowels do not.”

I do: Say the word write . The vowel sound is I. It’s long because I says its name.

We do/You do: Your turn. Say the word home . What’s the vowel sound? Is it long or short?

Repeat with additional words from the text

got lost keep	space float well	jokes song told
---------------------	------------------------	-----------------------

Phonics Practice

THIS SHOULD TAKE NO MORE THAN 4 MINUTES

ELA-Literacy.RF d & e: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode 2-syllable words following basic patterns by breaking words into syllables.

Day 1 Instruction (10 minutes)

“We can decode longer words by breaking them into smaller pieces, called syllables. Each piece, or syllable, must have a vowel sound in it.

Today we will read words with more than one syllable.

I do/We do: Write *company* on the board. Think aloud:

- Say, “I’m wondering what this word says. I’ll figure it out by looking at each syllable separately. First, I’ll circle the vowel sounds, because each syllable has to have a vowel sound in it. What are the vowel sounds in this word?” Prompt students, if needed: “In this word, y is a vowel.”
- “This word has 3 vowel sounds. That means it has three syllables.”

- Draw a line under *com*. This is the first syllable. I know the vowel is short because it's closed (it is followed by a consonant). Let's sound this syllable out together."
- Draw a line under *pan*. I know the vowel is short because it's closed (it is followed by a consonant). Let's sound this syllable out together."
- Draw a line under *y*. I know the vowel is long because it's open (it is not followed by a consonant). Also, this y is at the end of the word, which means it sounds like a long e. What sound is that?"
- "Great! Let's blend all of the syllables together to read this word."

We do: Select 2-4 more words: Follow the same routine as above to decode.

You do:

THIS MAY TAKE UP TO 4 MINUTES

Teacher selects 4 more words, students talk with an elbow partner to decode together.

teacher	important	moon
story	puppies	newest
something	elephant	confusing

Day 2 Instruction

THIS SHOULD TAKE NO MORE THAN 3 MINUTES.

"Remember, we can decode longer words by breaking them into smaller pieces, called syllables. Each piece, or syllable, must have a vowel sound in it.

Today you will work with a partner to find and read 2-syllable words.

- Circle the vowel sounds to determine how many syllables a word has.
- Choose 5 words with 2 syllables to read with a partner.
- Remember, closed syllables have short vowels and open syllables have long vowels.

Materials:

- a list of words (for students) from the text containing 1-3 syllables. See Resources section of this unit. Suggestions:

dancing	best	due
sticker	surprised	enjoy
better	classroom	story

I do: Model 1 3-syllable word from the list above. Think aloud on checking for open or closed syllable by noticing if a consonant follows the vowel. Note that this word has 3 syllables, and we are looking for a 2-syllable word. Choose another word from the list, this one with 2 syllables.

We do: Work with students, following yesterday's routine, to decode the word.

You do:
THIS MAY TAKE UP TO 4 MINUTES.

Students work in partner pairs to find 4 2-syllable words, circle vowel sounds, and decode. Teacher circulates around the room listening and providing appropriate feedback.

Tier 2 Vocabulary Possibilities

Some vocabulary words may be taught explicitly before reading, while others may be taught in context during reading of the text.

Refer to **Effective Instruction - Vocabulary Instruction Protocol** section of this unit for detailed instructions.

Noun	Adjective	Verb	Adverb
research*		research*	
imagination	dull	due	
	spooky		

Vocabulary Activity Menu

Options for practicing new vocabulary following initial instruction

Whole group: complete one of the vocabulary maps for each word as you encounter the word in the text during the second read. Post as anchor charts for future reference.

Example / Non Example	<p>Variation 3) Provide students with 2 choices that illustrate / contrast the target word. Begin the sentence with "which would" or "which is".</p> <p>eg: Which would be <i>dull</i>? An action-packed movie or sitting quietly in a long meeting?</p>
-----------------------	--

Word Relationships	<p>Variation 5) Students place words on a continuum line to order shades of meaning.</p> <p>eg: spooky</p> <p>scary spooky creepy terrifying</p>
Generate Situations, contexts, and examples	<p>Variation 3) Students make comments on what people might say in response to a statement that uses the target word</p> <p>eg:</p> <p>What would you say about your friend's <u>unusual</u> new hat?</p>
Writing	<p>Variation 1) Provide students with sentence stems, including wording to force students to show understanding of the target word.</p> <p>eg:</p> <p>My <u>imagination</u> can be dangerous because _____ .</p>

Day 1: First Read

PURPOSE: Read for general understanding and enjoyment.

1.RL.1 Ask and answer questions such as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Set the purpose for reading and ask questions following each page of text based on the **FIRST READ** column of the following chart. Highlight vocabulary in the text on sticky notes or an anchor chart as you read.

Day 2: SECOND READ

PURPOSE: Read for deeper understanding and analysis of the author's craft.

1.RL.
1.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Set the purpose for reading and ask questions following each page of text based on the **SECOND READ** column of the following chart. After completion of the second read, partners/triads work collaboratively to complete activity pages for this text.

	First Read	Second Read
Text Access Options	<input type="checkbox"/> choral reading with all students	<input type="checkbox"/> partner choral reading <input type="checkbox"/> triangle read around groups <i>teacher paces the reading to allow for</i>

	<input type="checkbox"/> student whisper read followed by teacher guided phrase reading	<i>questioning following each page / section read</i>
<i>Set Purpose for Reading</i>	<i>Have you ever watched Arthur on TV? In our story today, he's trying to write a story. What stories have you written? As we read this story together the first time, we'll focus on understanding the adventure that the author tells about.</i>	<i>Now we know the story of what happens to Arthur. We'll read the text again to look more closely at how the author tells the story of how Arthur creates a good story of his own:</i> <ul style="list-style-type: none"> → <i>What the author tells us about each character</i> → <i>How the illustrations work to add meaning to the words the author has written</i> → <i>The author's choice of specific words to achieve an effect</i>
Title Page	What can we infer about the Arthur based on just the title and this illustration?	
Page 1-2	What is Arthur's homework assignment? What do we know about Arthur so far? How does he feel about the homework assignment?	
Page 3	Why did Arthur start his Pet Business?	Did Arthur follow all of Mr. Ratburn's directions? Complete the checklist in your Reading Response Journal to find out.
Page 4-7	Why did Arthur change his story to include elephant puppies?	What does <i>dull</i> mean? How do you know?
Page 8-9	Why would Arthur have his story take place on the moon?	
Page 10-13	Why did Arthur go to the library to do research? What do you think he'll do next?	
Page 14-17	Now what do you think Arthur will do with his story? What makes you say that?	
Page 18-21		Look carefully at the picture on page 21. How do Arthur's family really feel about

		<p>his story? How do you know?</p> <p><i>Shmellafint</i> is a made-up word. Why do you think the author made this word up?</p>
Page 22-23		Why do you suppose Arthur didn't sleep very well that night?
Page 24-25	Why do you think the classroom was "so quiet it was almost spooky"?	What do Arthur's teacher and classmates think about his singing-dancing story? How do you know?
Page 26-30	Why do Mr. Ratburn and the classmates like Arthur's original story?	<p>Why was Arthur's original story better than the story he worked so hard on?</p> <p>As an author, what things did Arthur do to create his story? Let's make a list of those things.</p> <p>What makes a story worth the hard work that goes into creating it? Let's put our ideas on a concept web.</p>

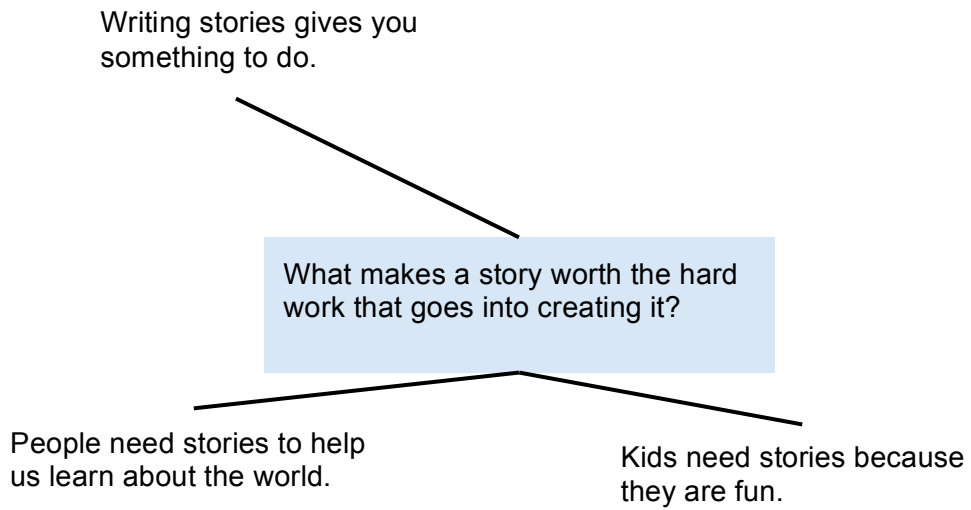
Sample Anchor Charts

See vocabulary web examples in Resources

Things Authors Do to Create Good Stories

Have a beginning, middle, and end (pg. 1)
Use details (pg. 1)
Ask other people for help/ideas (cite specific pages)
Write about what they know (end of the book, class discussion)
Change the story to make it better [revise and edit] (cite specific pages)
Keep trying -- don't give up! (cite specific pages)

Idea Concept Web



Activities: Arthur Writes a Story

Note to teachers:

It is understood that students perform at various levels and abilities. Each item in these activities is optional. They are included as suggestions to help lead discussion around the texts. Students may work individually, in pairs/small groups, or whole group - at your discretion. Each question is text dependent and refers specifically to the standards.



*What makes a story worth the hard work that goes into creating it?
What do authors do to create good stories?*

1st Grade Unit of Study
Arthur Writes a Story

Name: _____

pages 1-3

Look at the illustration on the first page. What were the directions for story-writing that Mr. Ratburn gave the students? In the chart below, fill in the missing directions.

Then, read Arthur's story on page 3. Use this checklist to see if he followed all of Mr. Ratburn's directions. Put an X in the box next to all of the directions that Arthur followed.

<i>Have a beginning.</i>	
<i>Have a middle.</i>	
<i>Use details.</i>	

1.RL.1 Ask and answer questions about key details in a text.
1.RL.2 Identify a topic and retell key details of a text.

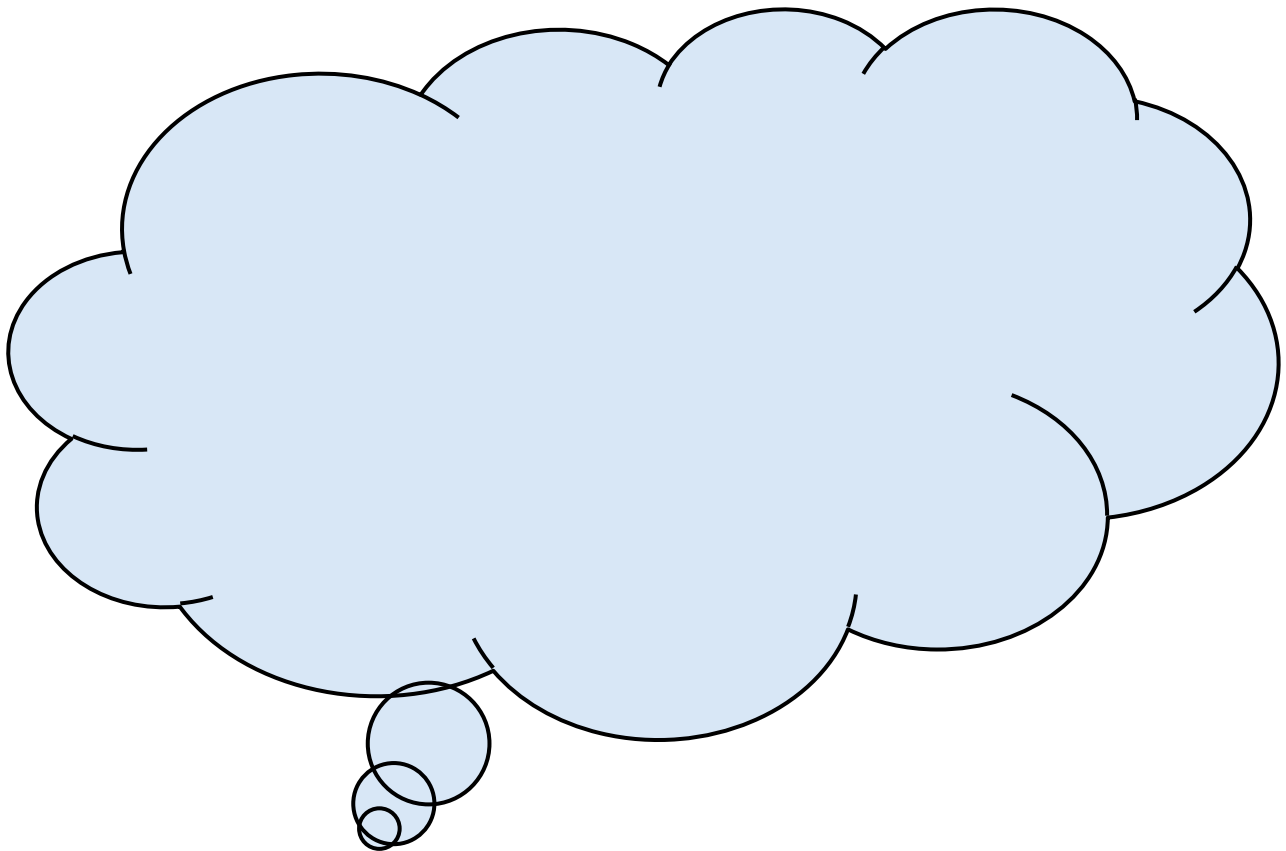
pages 4-5

What does the word *dull* mean? What clues in the text helped you to know?

1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

pages 18-19

After speaking with Prunella, Arthur's "imagination went wild". In the thought bubble, describe, with words and pictures, what was going on in Arthur's imagination.



1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

page 28

What is *one* thing that Arthur's classmates said about his Pet Business story?

1.RL.1 Ask and answer questions about key details in a text.

page 29

Arthur worked hard on his homework assignment. What things did he try in his attempt to write a good story?

1.RL.3 Describe characters, settings, and major events in a story, using key details.

page 29

Why was Arthur's Pet Business story better than the story kept changing?

Arthur's first story was better because _____

1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

How a Book Is Made

page 12

You be a COPY EDITOR! The story below has some mistakes. Can you find them and fix them for the author?

At the Pond

The sun is up

frog sits on a stump.

Frog can ben his legs.

Frog can jimp in the pond.

Frog cen see a bug

Flick!

Stop that bug!

Frog can sea a nest.

It have small ducks in it.

a big duck swim at him.

Frg must jump

Frog gits back on the stump.

at last, Frog can rest!

Frog is on his stump

Teacher Copy:

1st Grade Unit 1-Decodable Reader 12

At the Pond

Written by: Mia Fiorelli Illustrated by: Mike Baird

<http://dcsreadingcoaches.wikispaces.com/First+Grade+Decodable+One+Page+Stories>

Consonant Blends (CVC)

stump bend jump pond nest must last rest

The sun is up.
Frog sits on a stump.
Frog can bend his legs.
Frog can jump in the pond.
Frog can see a bug.
Flick!
Stop that bug!
Frog can see a nest.
It has small ducks in it.
A big duck swims at him.
Frog must jump.
Frog gets back on the stump.
At last, Frog can rest!
Frog is on his stump.

1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Assessment

Name: _____ Date: _____

Arthur Writes a Story

1. Arthur says he doesn't want to write a dull story.

What does the word *dull* mean?

What clues in the text helped you to know?

- a. Arthur read his story to D.W.
- b. "I don't want to write a boring story," said Arthur.
- c. "If it were me," D.W. suggested, "I'd make the story about getting an elephant."

2. How did the other characters in the story feel about Arthur's singing-dancing story?

- a. They loved it!
- b. They thought it was confusing.
- c. No one liked it.

How do you know they felt this way?

Author: A True Story

3. Who is telling this story?

Is this story fiction or nonfiction? How do you know?

This story is mainly about

- a. Being an acrobat.
- b. Writing lists.
- c. Becoming an author

4. Look at this illustration from the book.

Which of these go with it and help tell us more about the story?

- a. "But writing stories was so hard for me!"
- b. "So I spent a lot of time dreaming about what I wanted to be when I grow up."
- c. "I became a teacher."



5. In *Arthur Writes a Story*, Arthur works hard to create a something he can be proud of. In this book, Helen Lester works hard as a writer, too. Compare the two books. Tell one thing that is the same in each book, and one thing that is different.

Arthur Writes a Story & Author: A True Story

SAME	DIFFERENT

How a Book is Made

6. Name two people who help the author with her book and tell how they help her.

1)	2)
----	----

7. The illustrations in this book tell us a lot more than the text tells us. What are two things that you learned about from ONLY the illustrations?

8. Write three things that authors do to create good stories.

9. What makes a story worth the hard work that goes into creating it?

Curriculum Design Theory

Backwards Design - Begin With the End Goals in Mind

Effective curriculum development reflects a three-stage design process called "backward design" that delays the planning of classroom activities until goals have been clarified and assessments designed. This process helps to avoid the twin problems of "textbook coverage" and "activity-oriented" teaching, in which no clear priorities and purposes are apparent (Authentic Education, retrieved 1/17/15).

Using Essential Questions (EQs)

“Essential questions make our unit plans more likely to yield focused and thoughtful learning and learners... [They] make crystal-clear to students that passive learning is a no-no in the classroom; that thinking is required, not optional. Essential questions:

- Signal that inquiry is a key goal of learning.
- Make it more likely that the unit will be intellectually engaging.
- Help to clarify and prioritize standards for teachers.
- Provide transparency for students.
- Encourage and model metacognition for students.
- Provide opportunities for intra- and interdisciplinary connections.
- Support meaningful differentiation.” (McTighe & Wiggins, 2013)

Further, essential questions help frame the PURPOSE for reading and learning.

Differentiation in College and Career Ready Units

As quality educators, we must never allow struggling students to remain in low-level text or produce less quality work as means of differentiation. Further, advanced students should be expected to expand their knowledge through extended thinking activities, rather than simply producing more work than their peers.

The intent of this unit is to expose all students to quality, complex, grade-level text and to provide extensive practice with expectations. As differentiation, students should be provided various levels of support from peers and adults, as needed, to ensure a successful navigation through the text and tasks. These supports include discussion opportunities and partner and small group work. Further, students may be allowed to complete each task at his/her own optimal pace and sequence; there is no need for all students to be working on the same task at the same time (see variations within the Vocabulary Instruction Protocol, and the close reading sections found in the During Reading sections of each chapter).

When considering methods for differentiation within the grade level expectation, the tasks required of students may be graduated as seen in the assessment evidence tables. The following example is taken from the grade 3 Reading Literature strand.

Grade Level Expectation (Standard)	Evidence in the student's response	Differentiation
1.RL.3 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<ol style="list-style-type: none"> 1. Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. 2. Provides a statement of the central message, lesson, or moral in a text. 3. Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text. 	Above Level Students: Expected to demonstrate mastery of all 3 points of evidence as well as expanding content knowledge and skills through extended thinking activities. Work products may be modified to reflect these extensions.
		On Level Students: Expected to work toward and demonstrate mastery of all 3 points of evidence.
		Below Level Students: Expected to work toward mastery of all 3 points of evidence with allowances for scaffolded supports such as additional time and guidance / support from peers and adults.

Partner Reading Routine

Directly copied from www.readingrockets.org/strategies/paired_reading

Retrieved 2/2015

Paired reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read. Paired reading can be used with any book, taking turns reading by sentence, paragraph, page or chapter.

Why use paired reading?

- It helps students work together.
- It encourages cooperation and supports peer-assisted learning.

How to use paired reading

How to pair students

Pair students either by same reading ability or by high level readers with low level readers. Use the following steps to pair high-level readers with low-level readers:

- List the students in order from highest to lowest according to reading ability
- Divide the list in half
- Place the top student in the first list with the top student in the second list
- Continue until all students have been partnered
- Be sensitive to pairings of students with special needs, including learning or emotional needs. Adjust pairings as necessary
- The reader from the first list should read first while the reader from the second list listens and follows along
- The second reader should pick up where the first reader stops. If additional practice is needed, the second reader can reread what the first reader read.
- Encourage pairs to ask each other about what was read. "What was your page about? What was your favorite part?"

Implementing the strategy

1. Introduce the students to the Paired Reading strategy. This includes:
 - Establishing a routine for students to adopt so that they know the step-by-step requirements for engaging in paired reading (i.e. Will they read out loud, simultaneously? Will they take turns with each person reading a paragraph? a page? Or will one person read while the other person listens?).
 - Teaching students an error-correction procedure to use when supporting each other's reading (i.e. re-reading misread words; signals for difficulty).
 - Modeling the procedure to ensure that students understand how to use the strategy.
2. Ask students to begin reading in pairs and adjust reading speed if reading simultaneously so they stay together.
3. Have students offer feedback and praise frequently for correct reading.
4. Monitor and support students as they work.

When to use: ☐ Before reading ☒ During reading ☐ After reading

How to use: ☐ Individually ☒ With small groups ☐ Whole class setting

Implementation Tips

When teaching any routine, remember to model correct behaviors for the students, and allow them to practice several times as you teach the routine. Continued practice and positive reinforcement are needed to truly create a solid routine.

Ideas to help students agree on [which partner reads first](#). Here are some ideas on how to speed up the decision-making:

- *Good manners* technique: One partner says, "Would you like to start first?" The other partner says either, "Yes, please," or, "No, thank you."
- *Rock, paper, scissors*: Students play only once. The winner of the game chooses which partner gets to read first.
- *Youngest first*: Students determine which partner is the youngest. The youngest chooses which partner reads first.
- *Alphabetical order*: Partners look at the first letter of their first names. The partner whose letter occurs first in the alphabet chooses which partner reads first.

Partners provide reading support to each other. To encourage teamwork and support, teach students the *Coaching or Time?* routine:

Tell the students, "Sometimes, when you get stuck on a word, you want to try to figure it out on your own. Other times, you'd like a clue or hint to help you figure it out. Helpful reading coaches don't blurt the word out right away, because that won't help their partner be a good reader. Here is what it looks like and sounds like to be a helpful reading coach.":

- When your partner comes to a word he or she doesn't know, count to three silently to yourself.
- After you count silently to three, ask your partner, "Do you want coaching, or time?"
- If your partner says, "Time," you just sit quietly and wait. While you wait, look carefully at the word. See if you can come up with a strategy that might help your partner figure the word out. That way, you'll be ready in case your partner changes his/her mind.
- If your partner says, "Coaching," you suggest a strategy that you think will help them figure out the word.

Implementation tips above excerpted from

Boushey, G. & Moser, J. (2014) *The daily 5: Fostering literacy independence in the elementary grades*. Portland, Maine: Stenhouse Publishers.

Teaching students an *error-correction procedure* to use when supporting each other's reading (i.e. re-reading misread words; signals for difficulty). Some students get angry when they are corrected.

- While one partner is reading aloud, the other is following along attentively to check for errors.
- When the partner reads a word incorrectly, the coach says, "Check," and points to the word incorrectly read.
- If the reader takes longer than a silent count of three to self-correct, the coach begins the Coaching or Time? routine by asking, "Do you want coaching or time?"

Word Attack Strategies for Coaches
Sound out the whole word.
Break the word into syllables or small chunks. Sound out each syllable/chunk. Blend the syllables/chunks together.
Look carefully at the word. Are there any smaller words inside that will help you decode?
Look carefully at the word. Is there prefix or suffix? What does the prefix or suffix mean? What is the base or root word? Read the prefix/suffix with the base/root. What does this word mean?
Look at the beginning letters. Do they give you a clue? Does your guess match the letters that are there?
Look at the ending letters. Do they give you a clue? Does your guess match the letters that are there?

Think Alouds

Copied directly from www.readingrockets.org/strategies/think_alouds

Think-alouds

Think-alouds have been described as "eavesdropping on someone's thinking." With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.

Why use think-alouds?

- It helps students learn to monitor their thinking as they read and improves their comprehension.
- It teaches students to re-read a sentence, read ahead to clarify, and/or look for context clues to make sense of what they read.
- It slows down the reading process and allows students to monitor their understanding of a text.

How to use think-alouds

1. Begin by modeling this strategy. Model your thinking as you read. Do this at points in the text that may be confusing for students (new vocabulary, unusual sentence construction).
2. Introduce the assigned text and discuss the purpose of the Think-Aloud strategy. Develop the set of questions to support thinking aloud (see examples below).
 - What do I know about this topic?
 - What do I think I will learn about this topic?
 - Do I understand what I just read?
 - i. Do I have a clear picture in my head about this information?
 - ii. What more can I do to understand this?
 - iii. What were the most important points in this reading?
 - iv. What new information did I learn?
 - v. How does it fit in with what I already know?
 - Give students opportunities to practice the technique, and offer structured feedback to students.
 - Read the selected passage aloud as the students read the same text silently. At certain points stop and "think aloud" the answers to some of the pre-selected questions.
 - Demonstrate how good readers monitor their understanding by rereading a sentence, reading ahead to clarify, and/or looking for context clues. Students then learn to offer answers to the questions as the teacher leads the Think Aloud.

Instructional Tip: Vocabulary Instruction

Teach vocabulary both directly and indirectly:

- When there is a need for direct instruction of vocabulary items that are required for a specific text to be read as part of the lesson.
- The more connections that can be made to a specific word, the better it seems to be learned.

What kinds of words need instructional attention?

“A mature literate individual’s vocabulary is comprised of three tiers.” (Beck & McKeown, 1985)

- Tier One: *Basic words* such as baby, clock, happy, walk (playground vocabulary).
- Tier Two: Words that are *high frequency* for mature language users and are *found across a variety of domains*. Ex.: coincidence, absurd, redundant, fortunate, gregarious.
- Tier Three: Words whose frequency is quite low and often *limited to specific domains*. Ex.: isotope, peninsula, refinery, photosynthesis.

Key principles for selecting words to teach:

- Importance and utility
- Instructional potential
 - Choose words that your students don’t already know!
- Conceptual understanding
 - Choose sets of Tier Two words for instruction. Words should be taught in context.
 - Students can create lists of Tier Two words as synonyms for Tier One words. Ex.: happy = thrilled, ecstatic, jubilant

Evaluate words as possible candidates for instruction:

- How generally useful is the word?
 - Is it a word that students are likely to meet often in other texts? Will it be of use to students in describing their own experiences?
- How does the word relate to other words and/or ideas that students know or have been learning?
 - Does it directly relate to some topic of study in the classroom, or might it add a dimension to ideas that have been developed?
- What does the word bring to a text or situation?
 - What role does the word play in communicating the meaning of the context in which it is used?

Vocabulary Instruction Protocol

DAY 1 (*Use the DAY 1 Protocol whenever you introduce new vocabulary words for the first time. A sample script for this protocol follows.*)

PART I: Activate phonological awareness - This is a listening exercise; students should have books closed. Do not post the words for this.

We begin by activating students' phonemic awareness because the human brain is wired for speaking and listening, but not for reading & writing. By beginning any new word study with phonemic awareness tasks we are "priming the pump" to ready the brain for higher-level tasks that build toward meaning. Further, when students hear and speak words correctly, they are more likely to spell the word correctly in their writing.

- Teacher says the vocabulary word clearly, using correct pronunciation. Students watch the teacher's mouth as she does this.
- Students repeat back the word exactly. Teacher watches the students' mouths as they do this, and listens intently to their pronunciation. Any pronunciation errors should be corrected immediately.
- Repeat this up to 5 times for this one vocabulary word. *See Sample Script below.
- Continue on to PART II.
 - PART II: Utilize phonics and word study skills - This is a word analysis & writing exercise. Students should participate orally and write alongside the teacher, in their personal dictionaries or reading reflection logs. [3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.]
- Previously, students have skimmed the assigned chapter/pages and noted any words difficult to decode. Teacher has collected students' vocabulary selections.
- Teacher says a word aloud. By group consensus, the class decides if the word should be added to the vocabulary list. (If most students are familiar with the word and can state a simple definition for the word, it should not be added to the list). When all suggested have been explored, the teachers writes all chosen words on the board. For the day's assigned reading, less than 10 words should be studied deeply. The class must decide which words on the posted list they will study. TEACHER WILL REFER TO TIER II VOCABULARY INSTRUCTION INFORMATION (within the unit) TO GUIDE STUDENT CHOICES.
- When words to study deeply have been chosen:
- Teacher says the word aloud.

- Class whale talks, stomps, taps, or claps to determine how many syllables the word has. Teacher draws lines on the board representing the number of syllables. (Students draw the lines in the vocabulary section of their response journals).
- Determine how many phonemes (sounds) are in the first syllable. Write graphemes (letters) that represent each sound on the first line.
- Determine how many phonemes are in the second syllable. Write graphemes that represent each sound on the second line. Repeat this process for all syllables.
- Discuss syllable types; e.g., Open or closed? How does this affect the vowel sound? Why do certain letter combination make that sound?
- Discuss morpheme types (meaningful pieces); e.g.; If there is a suffix, what does it mean? If there is a prefix, what does it mean? If there is a base word, what does it mean? [Base words stand alone. Examples include: *unhappily*, *disagreeable*, *discovered*]. If there is a root, what is its origin? What does it mean? [We generally study Latin and Greek roots. Root words have meaning, but cannot stand alone. Examples include: *civ* - meaning citizen - civilian, civilization; *fer* - meaning to carry or bear - aquifer, circumference, fertile]. *You can Google a list of Greek & Latin roots. This website has a good one: <http://grammar.about.com/od/words/a/wordroots.htm>*
 - PART IIIa: Use Tier II vocabulary words that have been gathered from PART I and PART II. In this activity, the class, with your guidance, will agree on a *student-friendly definition* to the word - there are a few steps to this:
- The teacher generates several situations or contexts for the word, so that students infer its meaning and assign it a synonym or short phrase. (e.g., This morning I fell in the mud and I was so *distressed* because I thought I'd ruined my favorite skirt! Or, the mother cat seemed *distressed* when her kitten wandered away.)
- Students use a thesaurus (book, internet, app, etc.) to verify their definition.
- Some words have multiple meanings depending on the context. Be aware that, after you've read the word in context, you may need to go back and add a new definition to this word!
 - PART IIIb: Agree on a *simple picture/sketch* to represent the word's meaning. Do not spend more than 2 minutes on this; the purpose is to associate a visual with the vocabulary word, not to practice art.
- Students very briefly discuss what visual best represents the word's meaning. Sketch.
 - PART IV: Choose an *example/non-example* to accompany this word - students work in pairs or small group for this piece.
- Students provide both an example and a non-example to illustrate the vocabulary word.

- Teacher circulates, listening to conversations, to check for both correct examples/non-examples and on-task behavior.

Day 1 Vocabulary Instruction Protocol - Sample Script for Parts I - IV

T: O.K., everyone, watch my mouth. The word is DISTRESSED. What's the word?

S: Distressed!

T: (Watching students' mouths. Make corrections if needed). Good. Say it again.

S: Distressed.

T: Say it like a mouse! Say it like a lion! Say it very slowly! (Get creative here. Students should say each word correctly many times.)

Now let's say the word and count how many syllables it has. Dis tress ed. How many syllables were there?

S: 3!

T: Draw 3 lines on your paper like this: _____

Distressed has 3 syllables. What's the first syllable?

S: DIS.

T: Yes, dis. What's the first sound in this syllable?

S: /d/

T: Good, what letter represents that sound?

S: D. Everybody write the d..

T: Second sound?

S: /i/

T: Yes. What letter represents that sound? (Students with difficulties will likely have problems identifying the proper vowel here. That's why you're doing this part whole group.)

T: I. (If your phonics program uses a hand motion for the short vowel sounds, use that motion here.) Third sound?

S: /s/.

T: What letter represents that sound?

S: S.

T: Great! We got DIS. The word is distressed. What's the second syllable?

S: Tress

T: (Be aware that tr is sometimes confused with dr, or even ch! You must articulate clearly, and watch your students as they say the syllables.) Tress. First sound? Second sound? Third sound? Fourth sound? (Students respond and write after each of your questions) In this word, the fourth sound, /s/, is written as ss. Everybody make sure your syllable has two s's.

T: Yes! We have distress. The word is distressed. What's the last syllable?

S: /t/

T: Yes. In this word, the /t/ is spelled with an E D. Everybody make sure your last syllable is E D. (Remind students of applicable phonics rules as you go through this piece of the protocol. In this case, you could remind them that the suffix -ed can make 3 different sounds: /ed/, /d/, and /t/.)

T: Great job, everybody. Let's spell this word aloud together to make sure we've all got it right! d-i-s-t-r-e-s-s-e-d. Why do you think it has 2 s's? (Phonics rule: to protect the short vowel. If the second s was not there, the e in the suffix would make the last vowel long.) We have a suffix here. Can anybody tell me what it is?

S: -ed.

T: What does that mean?

S: It makes the word past tense, so, like, it already happened.

T: Good. Let's find out what this word means. I'm going to say some sentences with the word distressed in them. You figure out what distressed means! 'My couch is very old. The fabric is really thin and distressed.' 'I know a lady who likes antique farmhouse furniture, so she banged up her coffee table with hammer to make it look distressed.'

(You'll have to guide them through this if it's not something your students are used to doing. When everyone has agreed on a definition, move on to parts 3 and 4 of the protocol.)

Vocabulary Review Menu of Activities

(shared by Kayce Patterson, NM Regional Reading Coach, 2013. Adapted from Beck, McKeown, & Kuchan, 2002).

Use these suggested activities on words that have already been introduced. A variety of activities is listed to provide choice for both the teacher and students. These activities can be used in any combination and in any order.

General Review of Meaning and Usage: Students work together in pairs or small groups to “quiz” each other.

Variation 1) Students use their personal glossaries in the Reading Response Journal to ask peers for a meaning, or a sentence for, or synonyms for a given word.

Variation 2) Each student chooses 4 vocabulary words. The student writes the word on one side of an index card, and the student friendly definition on the other side of the card. The student tapes the cards on his/her sleeves, then walks around, asking classmates if they can say what’s on the back side of the card (it may be the word, or the definition, depending on how the student taped them). If the classmate gets the right answer, the classmate pulls the card off and keeps it as a “point”. The student with the most cards at the end of the given time frame wins.

Variation 3) Working in pairs or small groups, students complete a Word Family Tree for each word. *See Resources: Forms and Reproducibles section of this unit for Word Family Tree template.*

Variation 4) Students create a 3-part vocabulary chart with the day’s words. When complete, students fold one side of the 3-part vocabulary chart back (the picture side, or the word side), so the owner sees only one row of the chart, and the partner sees a different row. Pairs face each other and quiz the other on the word’s definition. *See Resources: Forms and Reproducibles section of this unit for the 3-part vocabulary chart template.*

Word Relationships: Students respond to how two words might be related. Teachers should model how to do this before assigning to students.

Variation 1) Ask students how two words may be related or connected.

How might RUFFLED and GLITTERING be connected? The model wore a ruffled dress that was glittering in the candlelight.

How might COZY and DOZING be connected? The cat laid on the cozy cushion, dozing in the sunlight.

Variation 2) Teacher poses a question around two target words. Students respond and explain their response.

Can ORDINARY people be FASCINATING?

Variation 3) Teacher creates analogies for students to complete. Later, students can create their one for classmates to complete.

A DETERMINED person is someone who is really set on getting something done, while a WAVERING person is _____.

Variation 4) Students sort vocabulary words into various categories (categories can be designated by the teacher, or student created). Students will explain why they sorted words the way they did.

Variation 5) Students place words on a teacher created continuum line.

Very slow _____ *Very fast*
 PLOD TRUDGE BOUND SPRINT

Connect to Self: Students are asked to connect the vocabulary words to something familiar to them. It may be other words, people, happenings, books, movies, common experiences, etc.

Variation 1) Direct connection

ELOQUENT reminds me of the president because he has to make a lot of speeches and say them correctly with just the right words.

Variation 2) Students write two sentences, one in which they substitute an idea with a vocabulary word.

I didn't want to answer the question, so I pretended that I didn't hear it.

I didn't want to answer the question, so I evaded it.

Generate Situations, Contexts, and Examples: These are based on situations that stay constant. Students find ways to apply their words to situations and explain why. These won't work for every word.

Variation 1) Teacher provides questions including the vocabulary words for students to answer.

What would make a teacher call her students INDUSTRIOUS? CLEVER? DILIGENT?

Variation 2) The teacher poses questions that require students to use vocabulary across various contexts.

What would a SPLENDID day for ducks be like?

What would be a SPLENDID meal for vegetarians?

Who would be a SPLENDID friend, and why?

Variation 3) Students work together to come up with answers in which situations remain the same, but application changes.

How might a cook/musician/veterinarian/teacher show that he/she is VERSATILE?

Variation 4) Students work together to make lists to accompany vocabulary words.

Name 3 things that would be CATASTROPHIC.

Writing: Students write thoughtful responses and uses for vocabulary words.

Variation 1) Students use sentence stems, including the word 'because' or 'when'.

The king was ____ (student inserts vocabulary word) because ____.

Yesterday I ____ (student inserts vocabulary word) when ____.

Variation 2) Teacher provides a writing prompt that will help students build personal connections with vocabulary words.

Think of a time when you felt either ENVIOUS, COOPERATIVE, OR PLACID. Write about why you felt that way.

Think of a time when you might need to INVESTIGATE or be IMPRESSIVE. Write a paragraph to tell about it.

Variation 3) Students use a prompt or an idea generator, then link target words together in a story. Students should use as many vocabulary words as possible.

Who? An old woman What? All the lights go out Where? In a mall

Variation 4) Students are asked to think (and write) of ways their target words can be used differently in the story where they came from, or how they could be used in a different story.

Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life*. New York, NY: The Guilford Press.

3-part Vocabulary Chart Template

Word	Student-friendly definition	Simple sketch

Fold Fold

Some teachers write these stems on index cards or on tongue depressors. Or, you can print them out and laminate them or put them in a page protector. Students ask each other these questions during partner or small group reading.

Question Stems - General Understanding & Key Details

What happened first? Second? Next?

Tell me about _____ (a character or event).

What is the main idea of this page/chapter?

Describe _____ (a character's) appearance.

Describe _____ (a character's) personality.

Who is the most important person in this part? How do you know?

Retell/summarize what happened in this part.

Who are the main characters?

When/where is this story taking place?

How did _____ (character) react when _____ (something interesting/important) happened?

What happened when _____ (a character did something)?

Question Stems - Further Exploration

Retell (summarize) what's happened so far, in your own words.

What does _____ (choose a word from the text) mean?

Why did _____ (choose a character) say _____ (choose a piece of dialogue) this way?

What is another meaning for this word (choose a vocabulary man from the text)?

How does this picture (choose a picture from the text) help us understand what is happening?

What is the author's purpose in writing this part?

Describe _____'s (choose a character) mood. What clues in the text helped you?

Tell me about _____'s (choose a character) personality. What clues in the text helped you?

How does this section help us answer the essential question(s)?

Context Clues

Copied directly from Reading Rockets

<http://www.readingrockets.org/article/using-context-clues-understand-word-meanings>

Introduction

When attempting to decipher the meaning of a new word, it is often useful to look at what comes before and after that word. The surrounding words can give readers helpful context clues about the meaning and structure of the new word, as well as how it is used.

Using context clues aligns with the following ELA College and Career Standard:

- ELA-Literacy - 1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Helping struggling students use context clues

There are six common types of context clues (see below), and teachers need to provide struggling students and those with learning disabilities with direct instruction in how to use these clues.

Common Types of Context Clues

- Root word and affix: People who study birds are experts in ornithology.
- Contrast: Unlike mammals, birds incubate their eggs outside their bodies.
- Logic: Birds are always on the lookout for predators that might harm their young.
- Definition: Frugivorous birds prefer eating fruit to any other kind of food.
- Example or illustration: Some birds like to build their nests in inconspicuous spots — high up in the tops of trees, well hidden by leaves.
- Grammar: Many birds migrate twice each year.

Teachers have found it effective to model a self-questioning strategy to identify the different types of context clues. You can ask questions that are designed to focus attention on the unknown word and the possible clues to its meaning, such as: What are the surrounding words? How do these offer me clues? What does this word mean in terms of the context?

It is also helpful to provide students with frequent reminders and examples of the different types of context clues. Using online tools, you can post the list of context clues (and some corresponding examples) on your class wiki, website, or blog. You can also display the list on the bulletin board in your classroom so that students can easily remind themselves about context clues. Students can also keep examples in their reading or writing portfolios.

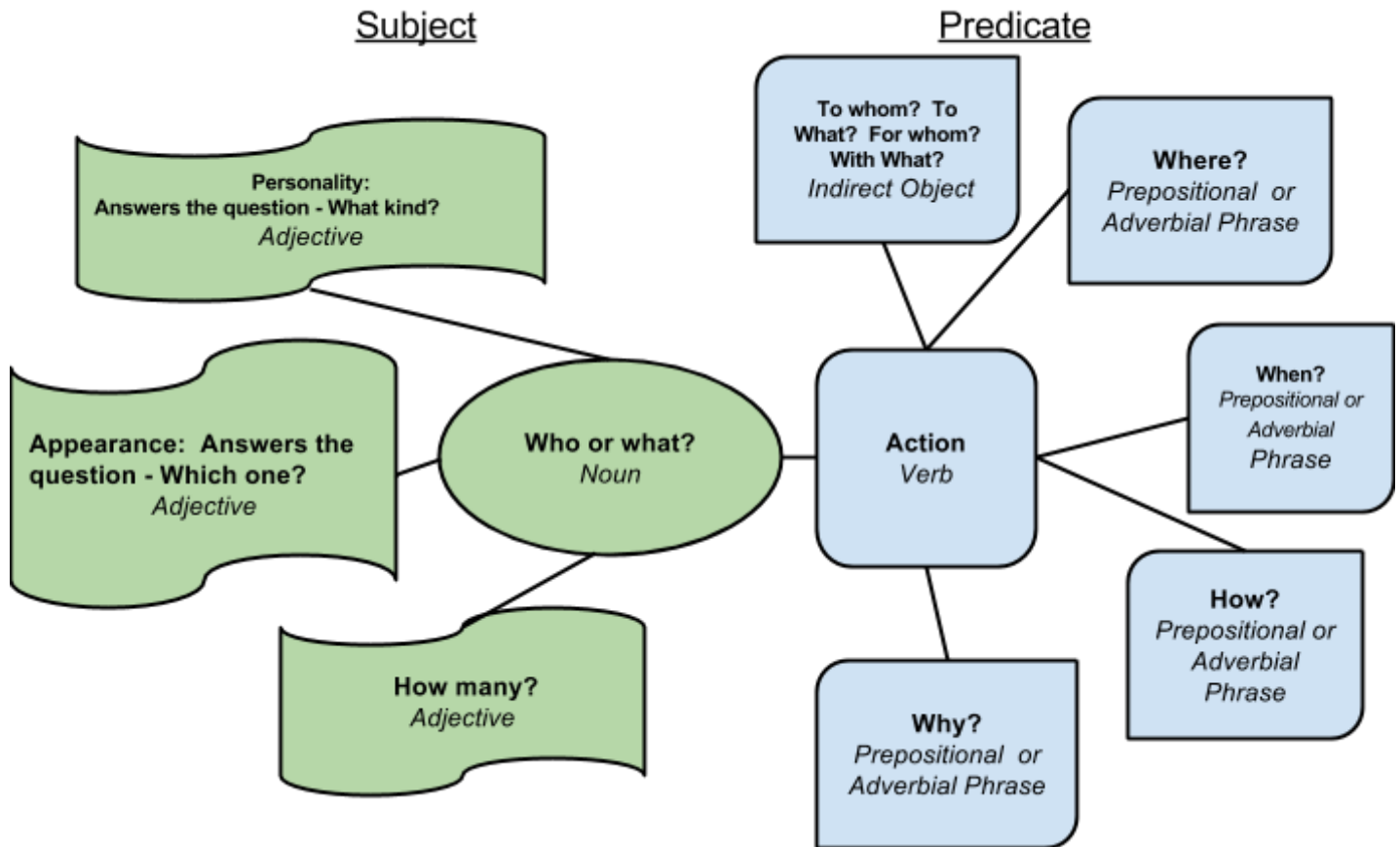
Character Analysis Chart

For each entry, provide the page number on which the detail is found.

CHARACTER	APPEARANCE	PERSONALITY	ACTIONS

Sentence Web

A graphic organizer/tool to help students write longer, more complex sentences.



3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. f) Ensure subject-verb and pronoun-antecedent agreement. g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. i) Produce simple, compound, and complex sentences.

Sentence Elaboration Protocol

Based on “Masterpiece Sentences” activity in LANGUAGE! 2nd Edition (Greene, 2000).

1) Create a basic sentence with a base subject and base predicate. Draw a box around each part.

- Ask *who* or *what* did it (subject), and *what did the subject do* (predicate):

The dog **barked.**

2) Stretch the predicate by asking:

- *How* did s/he do it?
- *When* did s/he do it?
- *Where* did s/he do it?

Write each response on a different card or sentence strip.

The dog
barked
ferociously
in the middle of the night
downstairs.

3) Move the predicate parts.

- The dog barked ferociously downstairs in the middle of the night.
- The dog barked in the middle of the night, ferociously, downstairs.
- The dog barked downstairs, ferociously, in the middle of the night.

4) Add to the subject by asking:

- *Which?*
- *What kind of?*
- *How many?*

Write each response on a different card or sentence strip.

In the middle of the night, the solitary, fearsome guard dog barked ferociously downstairs.

5) Add detail or substitute synonyms if necessary.

Near midnight, a single, formidable guard dog barked ferociously downstairs.

6) Polish, if needed. Sometimes less is more.

Near midnight, a single, formidable guard dog barked viciously.

Student Friendly Definition

To show that you feel good about something you did.

Synonym

gladly, pleased
embarrassingly

Antonym

Word: _____ Proudly

Syllables: _____ 2: proud-ly

Sample Sentence

I smile proudly at my work.

Picture



Student Friendly Definition

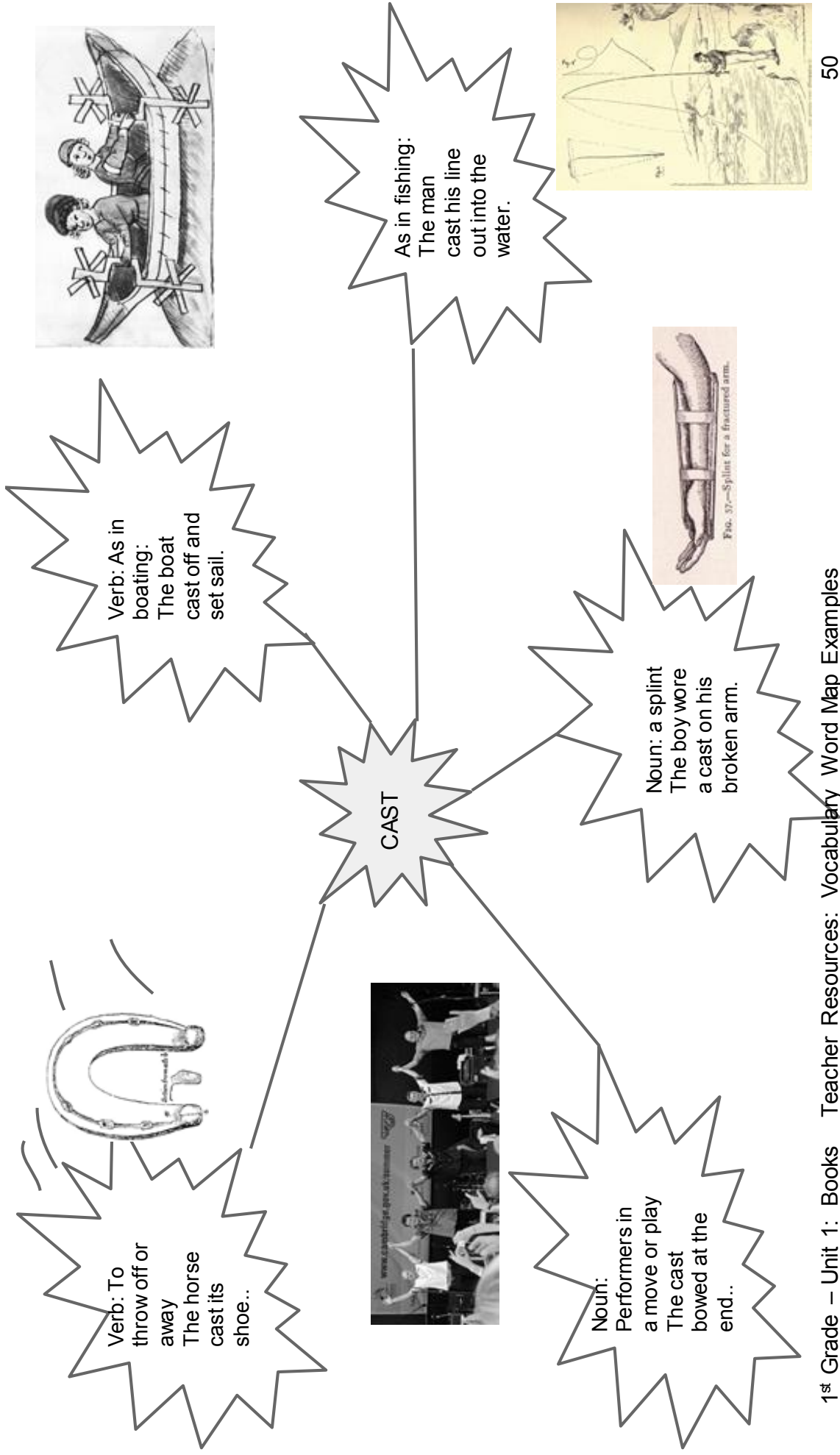
Synonym	Antonym
---------	---------

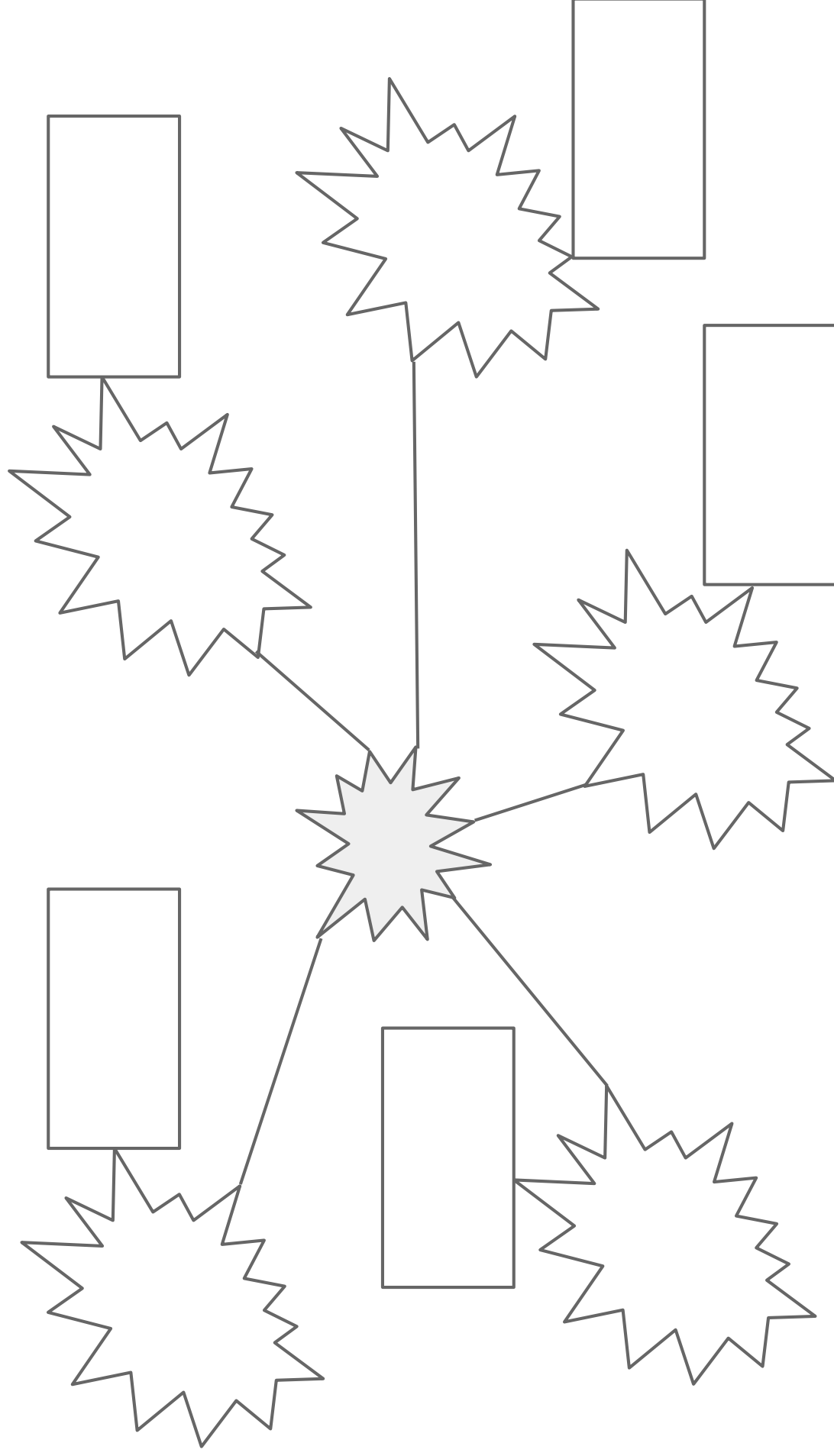
Word: _____

Syllables: _____

Sample Sentence

Picture





Reading Standards for Literature K–2

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergarteners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text. (K.RL.1)	1. Ask and answer questions about key details in a text. (1.RL.1)	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2.RL.1)
2. With prompting and support, retell familiar stories, including key details. (K.RL.2)	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (1.RL.2)	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (2.RL.2)
3. With prompting and support, identify characters, settings, and major events in a story. (K.RL.3)	3. Describe characters, settings, and major events in a story, using key details. (1.RL.3)	3. Describe how characters in a story respond to major events and challenges. (2.RL.3)
Craft and Structure		
4. Ask and answer questions about unknown words in a text. (K.RL.4)	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (1.RL.4)	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (2.RL.4)
5. Recognize common types of texts (e.g., storybooks, poems). (K.RL.5)	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (1.RL.5)	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (2.RL.5)
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (K.RL.6)	6. Identify who is telling the story at various points in a text. (1.RL.6)	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (2.RL.6)
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (K.RL.7)	7. Use illustrations and details in a story to describe its characters, setting, or events. (1.RL.7)	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (2.RL.7)
8. (Not applicable to literature) (K.RL.8)	8. (Not applicable to literature) (1.RL.8)	8. (Not applicable to literature) (2.RL.8)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (K.RL.9)	9. Compare and contrast the adventures and experiences of characters in stories. (1.RL.9)	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (2.RL.9)



Arizona Reading Standards – English Language Arts – Literature K–2

Kindergarteners:	Grade 1 students:	Grade 2 students:
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding. (K.RL.10)	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (1.RL.10)	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (2.RL.10)

Reading Standards for Informational Text K-2

Kindergarteners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text. (K.RI.1)	1. Ask and answer questions about key details in a text. (1.RI.1)	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. (2.RI.1)
2. With prompting and support, identify the main topic and retell key details of a text. (K.RI.2)	2. Identify the main topic and retell key details of a text. (1.RI.2)	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (2.RI.2)
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (K.RI.3)	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (1.RI.3)	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2.RI.3)
Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text. (K.RI.4)	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (1.RI.4)	4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> . (2.RI.4)
5. Identify the front cover, back cover, and title page of a book. (K.RI.5)	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (1.RI.5)	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (2.RI.5)
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (K.RI.)	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (1.RI.6)	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2.RI.6)
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (K.RI.7)	7. Use the illustrations and details in a text to describe its key ideas. (1.RI.7)	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (2.RI.7)
8. With prompting and support, identify the reasons an author gives to support points in a text. (K.RI.8)	8. Identify the reasons an author gives to support points in a text. (1.RI.8)	8. Describe how reasons support specific points the author makes in a text. (2.RI.8)
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (K.RI.9)	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (1.RI.9)	9. Compare and contrast the most important points presented by two texts on the same topic. (2.RI.9)

Arizona Reading Standards – English Language Arts – Informational Text K–2

Kindergarteners:	Grade 1 students:	Grade 2 students:
Range of Reading and Level of Text Complexity		
<p>10. Actively engage in group reading activities with purpose and understanding. (K.RI.10)</p> <p>a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding. (AZ.K.RI.10)</p>	<p>10. With prompting and support, read informational texts appropriately complex for grade 1. (1.RI.10)</p> <p>a. With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1. (AZ.1.RI.10)</p>	<p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (2.RI.10)</p> <p>a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.2.RI.10)</p>



Arizona Reading Standards – English Language Arts – Foundational Skills K–2

KINDERGARTEN – 2ND GRADE ARIZONA READING STANDARDS – FOUNDATIONAL SKILLS

Reading Standards: Foundational Skills

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated; good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: *In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergarteners:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet. **(K.RF.1)**

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words.
 - c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
 - d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **(K.RF.2)**

Grade 1 students:

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **(1.RF.1)**

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **(1.RF.2)**

* Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills K–2

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated; good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: *In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.*

Kindergarteners:	Grade 1 students:	Grade 2 students:
Phonics and Word Recognition		
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (K.RF.3) 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. (1.RF.3) 	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. (2.RF.3)
Fluency		
<p>4. Read emergent-reader texts with purpose and understanding. (K.RF.4)</p>	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (1.RF.4) 	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (2.RF.4)

Language Standards K–2

The following standards for grades K–2 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergarteners:	Grade 1 students:	Grade 2 students:
Conventions of Standard English		
<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. (K.L.1) 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops. We hop.</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., <i>articles, demonstratives</i>). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (1.L.1) k. Write multiple sentences in an order that supports a main idea or story. (AZ.1.L.1) 	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, and told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). (2.L.1) g. Write multiple sentences in an order that supports a main idea or story. (AZ.2.L.1)

Arizona's College and Career Ready Standards – English Language Arts – Language K–2

Kindergarteners:	Grade 1 students:	Grade 2 students:
Conventions of Standard English		
<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (K.L.2) 	<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (1.L.2) 	<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (2.L.2)
Knowledge of Language		
<p>3. (Begins in grade 2) (K.L.3)</p>	<p>3. (Begins in grade 2) (1.L.3)</p>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Compare formal and informal uses of English. (2.L.3)
Vocabulary Acquisition and Use		
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. (K.L.4) 	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>). (1.L.4) 	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (2.L.4)

Arizona's College and Career Ready Standards – English Language Arts – Language K-2

Kindergarteners:	Grade 1 students:	Grade 2 students:
Vocabulary Acquisition and Use		
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. (K.L.5.) 	<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. (1.L.5.) 	<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). (2.L.5.)
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)</p>	<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). (1.L.6)</p>	<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). (2.L.6)</p>

Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from Standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

*Subsumed by L.7.3a

†Subsumed by L.9–10.1a

‡Subsumed by L.11–12.3a



BCSCR

Building Communities that Support Children's Reading

Three Rivers
Education Foundation

501 Airport Dr., Suite 209
Farmington, New Mexico 87401

Phone: 505-436-2548

Fax: 505-436-2553

Web: <http://bcscr.3riversed.org>

Community-Based Components

- **Read Alongs:** Held at the schools, community centers, or community libraries for children 0-4 and 5-8.
- **Little Free Libraries:** A Little Free Library will be placed in each community. A Little Free Library is a box full of books where anyone may stop by and pick up a book (or two) and bring back another book to share.
- **Reading and Outreach:** Public service announcement (PSAs) placed in print and electronic media outlets, as well as brochures placed throughout the community.
- **Community Reading Nights:** One-hour reading blocks with follow-up discussions and book distribution for all community members of all ages.
- **School and Community-Based Tutoring:** Small group (3-4 students) tutoring will be offered at each targeted school, to over 12,000 students over 2 years.

School-Based Components

Regional coordinators will work with school administrators to determine critical areas for enhancing reading instruction in a particular school or district and to address professional development needs focused on literacy.

- **Book Distribution:** Class sets of books, with multiple options per grade level, for checkout and instructional packets.
- **Reading Achievement and Readiness:** Analysis of state standardized testing; reporting of assessment data.
- **Needs Assessment:** Collaboration with district personnel to identify

Parent-Based Components

- **Book Distribution:** Take home books with activity packets based on books for each reading component, for all age groups.
- **Monthly 'help your kids read' workshops:** Parent training will be held in each district on a monthly basis. Workshops will be broken down by age group (Pre-K, K-3, grades 4-6).
- **Understanding Your Child's Assessment Scores:** A 4th workshop will help parents understand what reading achievement scores mean and how they might support their child's reading success.

Fully funded through a federal grant from the Department of Education

Grant award number S215G140114



Classroom Book Sets

Teachers have access to a variety of fiction and informational classroom book sets selected to address rigorous college and career readiness skills. Each set comes complete with high quality curriculum activities and additional resources appropriate for specific grade level bands.

- **Materials available for K-3, 4-6, and 7-12:** For a complete list of books available by grade level, please visit the bcscr.3riversed.org website. Select the 'Schools' tab and then the 'Unit Plans' link. All unit plans are available for free download.
- **Classroom Book Sets Available:** Contact your regional BCSCR coordinator for more information and to schedule a time to utilize these resources with your students.

Project Goals

By the end of the funding period, in comparison to 2014 baseline:

- 40% of participating 4-year-old children will achieve significant gains in oral language skills;
- the percentage of 3rd-grade students who meet or exceed proficiency of State reading or language arts assessments will increase by 15 percentage points;
- the percentage of 8th-grade students who meet or exceed proficiency of State reading or language arts assessments will increase by 15 percentage points;
- the percentage of high school students who meet or exceed proficiency of State reading or language arts assessments will increase by 15 percentage points and the percentage of parents who report reading with their children will increase by 25 percentage points
- 65% of teachers will indicate improvements in their reading instruction as a result of professional development as evidenced by school- and classroom-based assessments