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AUTHOR Madden, Nancy A.; Slavin, Robert E.; Christie, Nicol; Karpouzis, Katerina P.

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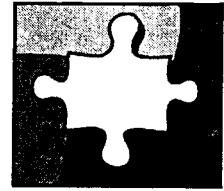
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ABSTRACT

This document contains a brief summary of research on the Success for All comprehensive school reform program and the alignment document that outlines the correlation between Success for All and the objectives and outcomes described in the Stanford Achievement Test: Ninth Edition (SAT-9) as designed by Harcourt, Inc. Research has found Success for All to be one of only two elementary school models of comprehensive school reform to receive the highest ratings for research quality and outcomes. The purpose of the alignment is to assure educators that teaching the Success for All program effectively will not only help children improve their reading ability but will also help them demonstrate what they have learned on state accountability measures. The alignment document is organized into a 2-column chart with the SAT-9 test objectives on the left side and the corresponding Success for All components on the right for grades 1 through 6. An Activities Glossary that briefly describes the various components of the program is included. (SLD)

ED 462 417

SAT-9



SUCCESS FOR ALL ALIGNMENT WITH STANFORD ACHIEVEMENT TEST: NINTH EDITION (SAT-9)

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Success for All Alignment with Stanford Achievement Test: Ninth Edition (SAT-9)

Nancy A. Madden
Robert E. Slavin
Nicol Christie
Katerina P. Karpouzis

Success for All Alignments are developed under the direction of Robert E. Slavin and Nancy A. Madden as codirectors of the Success for All Foundation Family of Programs.

December 2001 edition

DISSEMINATING RESEARCH-BASED PROGRAMS DEVELOPED AT JOHNS HOPKINS UNIVERSITY

Success for All® MathWings™ WorldLab™

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Copyediting by:
Donna Marie Ledbetter

For questions or comments regarding this document, or to obtain a copy,
please contact:

Success for All Foundation
Standards and Curriculum Alignment Department
200 W. Towsontown Blvd.
Baltimore, MD 21204-5200

1-800-548-4998 ext. 2520/2521

or email:
statealignment@successforall.net

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SUCCESS FOR ALL FOUNDATION

State Standards and Curriculum Alignment Department

200 W. Towsontown Boulevard

Baltimore, Maryland 21204-5200

Phone: 1-800-548-4998 ext. 2520/2521; Facsimile: 410-324-4440

statealignment@successforall.net

Note to Educator:

Thank you for your interest in a Success for All Standards and Curriculum Alignment. Attached is a brief summary of research on Success for All, along with the alignment document which outlines the correlation between Success for All and the objectives and outcomes described in the Stanford Achievement Test: Ninth Edition (SAT-9), as designed by the Harcourt Inc.

The purpose of this alignment is to assure educators that teaching the program effectively will not only help children improve their reading ability, but will also help them to demonstrate what they have learned on state accountability measures. The Success for All Foundation recognizes the impact that the standards-based reform movement and high-stakes standardized testing are having on schools and shares the concern of teachers and administrators that students perform well on state tests.

Your alignment document is organized into a two-column chart with the test objectives on the left side and the corresponding Success for All components on the right. At the end of the document, you will find an Activities Glossary that briefly describes the various components of the program. It is intended that this Glossary will help you better interpret the correlation between Success for All activities and the test objectives.

In addition to producing alignment documents, the Success for All Foundation is taking an active role in the alignment process by adapting curriculum activities, when possible, and creating assessment formats similar to those children will likely see on their state tests. Teachers may also adapt Success for All components where deemed necessary to fulfill a specific objective not sufficiently met within the program. In some cases, additional instruction may also have to occur outside of the reading block in order to satisfy all state-mandated requirements, or schools can adopt MathWings and WorldLab. In the infrequent case of a particular performance objective not being covered in the program, it is highly likely that it is met within one of our other academic programs.

It is our sincere hope that this alignment answers your questions regarding the effectiveness and appropriateness of Success for All in preparing for your state assessment. We have also prepared alignment documents correlating Success for All to the National Standards in Language Arts, Math, Science, and Social Studies. For a summary of the research findings or further information on Success for All, please visit our website at www.successforall.net. Please do not hesitate to contact us or your trainer if you have any questions.

Sincerely,

Katerina P. Karpouzis
kkarpouzis@successforall.net

Nicol Christie
nchristie@successforall.net

SUMMARY OF RESEARCH ON SUCCESS FOR ALL

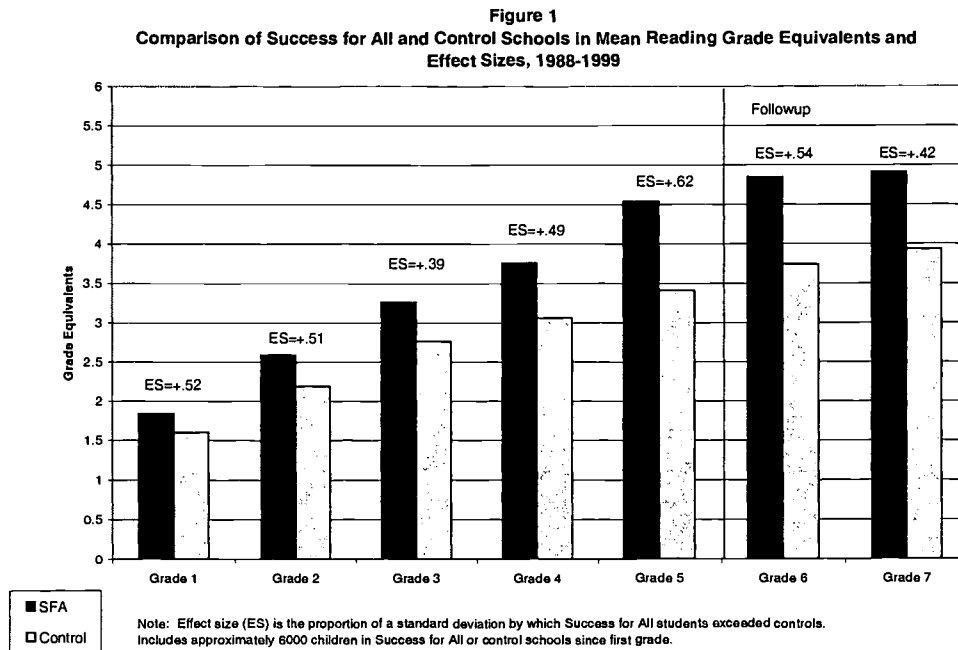
Success for All is the most extensively and successfully evaluated of all comprehensive school reform models. Studies in many locations by many researchers have found positive effects of Success for All on student reading performance, reductions in special education placements, and many other outcomes. On the basis of this research, an independent review of 24 comprehensive reform models by the American Institutes for Research found Success for All to be one of only two elementary models to receive the highest ratings for research quality and outcomes (Herman, 1999). Research on the achievement outcomes of Success for All is summarized here. For more complete reviews, see Slavin & Madden (2000, 2001).

Studies Using Individually Administered Reading Measures

Many studies have compared Success for All and control schools on standardized tests designed to be given individually, especially the Woodcock Reading Mastery Test and the Durrell Analysis of Reading Difficulty. These studies follow children in Success for All and control schools starting in kindergarten or first grade into the later grades. They have been carried out by three research institutions in high-poverty schools in eleven school districts, including Baltimore, Philadelphia, Memphis, Tucson, Ft. Wayne (IN), and Modesto (CA). About 6000 SFA and 6000 control children were tested.

Figure 1 summarizes the results of the studies using individually administered measures. The figure shows that reading grade equivalents for Success for All first graders were almost three months higher than for control first graders. This difference increased to slightly more than a full grade equivalent by fifth grade, and a Baltimore follow-up study found that this difference maintained into sixth and seventh grades, when students were

no longer in the Success for All or control schools. All of these differences are statistically significant at the school level.



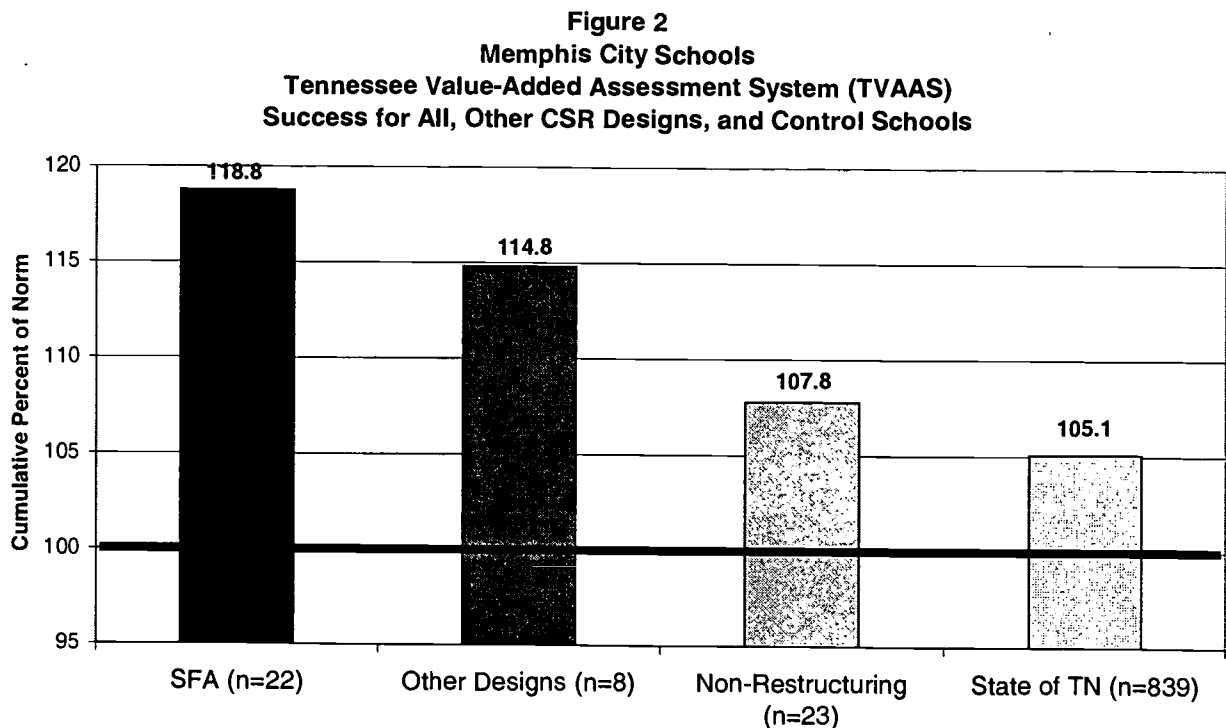
Effects on District-Administered Standardized Tests

While individually-administered assessments are far more accurate than district-administered tests and are much more sensitive to real reading gains, educators usually want to know the effects of innovative programs on the kinds of group-administered standardized tests they are held accountable for. There are hundreds of test score reports from individual Success for All schools showing dramatic gains on standardized tests. District test score data can produce valid evaluations of educational programs if comparison groups are available. To obtain this information, researchers have often analyzed standardized or state criterion-referenced test data comparing students in experimental and control schools. The following sections briefly summarize findings from these types of evaluations.

Memphis, Tennessee

One of the most important third-party evaluations of Success for All/Roots & Wings is a study carried out by researchers at the University of Tennessee-Knoxville for the Memphis City Schools (Sanders, Wright, Ross, & Wang, 2000). William Sanders, the architect of the Tennessee Value-Added Assessment System (TVAAS), carried out the analyses. The TVAAS gives each school an expected gain, independent of school poverty levels, and compares it to actual scores on the Tennessee Comprehensive Assessment Program (TCAP). TVAAS scores above 100 indicate gains in excess of expectations; those below 100 indicate the opposite. Sanders compared TVAAS scores in 22 Memphis Success for All schools to scores in a) other reform designs, b) matched comparison schools, and c) all Tennessee schools.

Figure 2 summarizes the results for all subjects assessed. Although the Success for All schools were lower than all three comparison groups at pretest, after two to four years of implementation, they performed significantly better than comparison schools



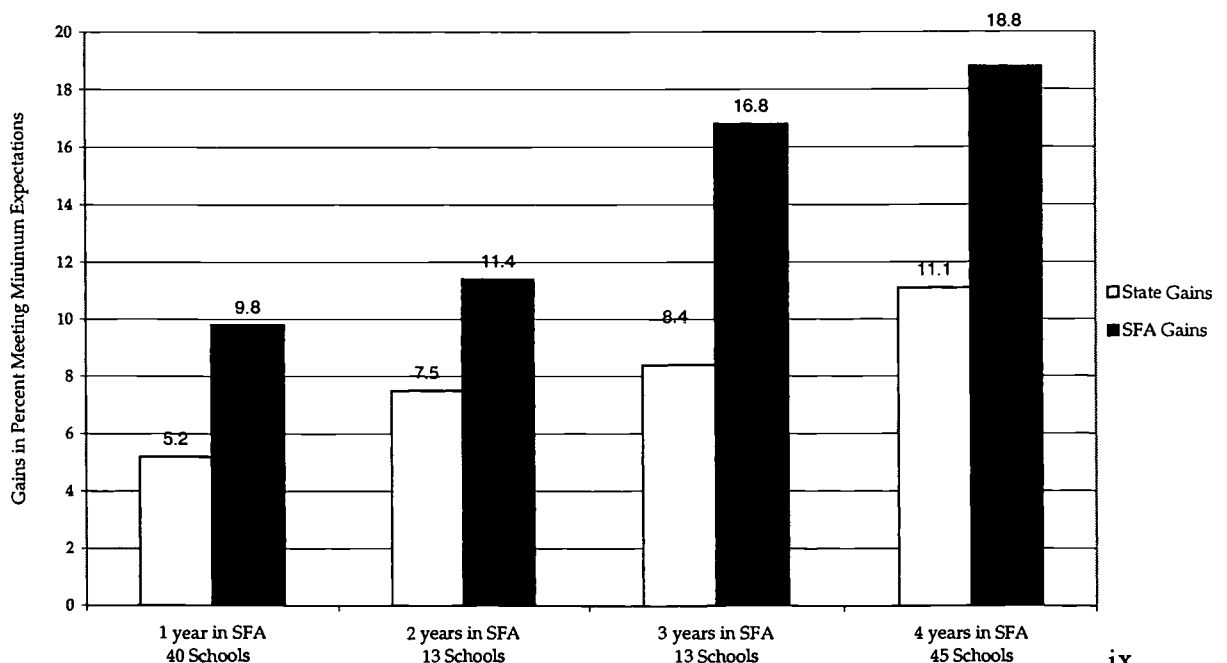
Data from Sanders et al., 2000

implementing other reform designs, control schools in Memphis, and schools in the rest of Tennessee.

State of Texas

The largest study ever done to evaluate achievement outcomes of Success for All was done by Hurley, Chamberlain, Slavin, & Madden (in press). Using data available on the Internet, Hurley et al. compared every school that ever used Success for All anywhere in the State of Texas during the period 1994-1998 (n=111 schools). Gains in these schools on the percent of students passing the Texas Assessment of Academic Skills (TAAS) reading measures for grades 3-5 were compared to gains in the state as a whole; in each case, gains from the year before program inception to 1998 were compared. (Changes in testing procedures made 1999 scores non-comparable.) Figure 3 shows the overall results, which indicate significantly greater gains for Success for All schools than for the rest of the state for every group of schools. Gains were greatest for African-American and Hispanic students, compared to similar students in the rest of Texas.

Figure 3
TAAS Reading, Gains From Preimplementation Year to 1998,
SFA Schools vs. State of Texas,
All Students, Grades 3-5



English Language Learners

Success for All has two adaptations for English language learners, a Spanish bilingual version and an English language development supplement to the English version. In six studies, both versions have been found to be significantly more effective than traditional approaches used with English language learners (Slavin & Madden, 1999).

Other Outcomes

Beyond the many evaluations of reading achievement, Success for All has been found in several studies to reduce assignments of students to special education and to increase the achievement of students already in special education for learning difficulties (Slavin, 1996). It has been found to increase student attendance and reduce retention. Studies of teachers' attitudes have found that teachers favor Success for All and feel that it is effective for their children. For example, in San Antonio, a new superintendent required teachers in schools implementing a variety of reform models to vote to retain or abandon their model. The vote in 24 Success for All schools averaged 81.1% positive, while that for four other models in 37 schools averaged 36.5% positive.

For More Information

For more on research evaluating Success for All, visit the SFA website, www.successforall.net, or write to the Success for All Foundation at 200 W. Towsontown Blvd., Baltimore, MD 21204 (tel. 1-800-548-4998).

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Success for All Alignment with Stanford Achievement Test, 9th Edition (SAT-9) Objectives

Reading Comprehension- General Explanation of Content Clusters.

The following are Stanford 9 Reading Test Item types and the percentage of items on each test.

<p>Initial Understanding Recalling Information Literal Level (20-30%)</p>	<p>Identifying stated main ideas. Identifying passage details. Identifying sequence of events. Identifying causes and effects. Identifying character traits, actions, and motives. Recognizing word and phrase meanings.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning, Graphic Organizers • Vocabulary Presentation: Meaningful Sentences • Reading Comprehension: Cause & Effect Relationships, Sequence, Characterization, Character's Feelings, Main Idea & Supporting Details, Unfamiliar Words, Multiple Meaning Words • Treasure Hunt Activities/Discussion
<p>Interpretation Constructing Meaning Interpretive Level (30-45%)</p>	<p>Inferring main ideas and themes. Inferring sequence. Inferring causes and effects. Interpreting character traits, actions and motives. Interpreting figurative language. Making generalizations. Predicting outcomes. Drawing conclusions. Perceiving similarities and differences. Determining the author's purpose/point of view. Using context to identify word and phrase meanings. Summarizing information.</p>	<ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom's Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Vocabulary Presentation : Meaningful Sentences • Reading Comprehension: Cause & Effect Relationships, Sequence, Characterization, Character's Feelings, Main Idea & Supporting Details, Unfamiliar Words, Multiple Meaning Words, Author's Purpose, Drawing Conclusions, Making Inferences, Prediction, Unfamiliar Words • Treasure Hunt Activities/Discussion • Adventures in Writing • Modeling of Think Alouds and Reading Strategies to target skills • Book Club Activities
<p>Reading Strategies Analyzing Form (15-20%)</p>	<p>Analyzing plot, characters, setting, or tone. Analyzing structure/organization. Analyzing literary devices and style techniques. Determining sources.</p>	<ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom's Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Reading Comprehension: Personification, Similes & Metaphors, Characterization, Character's Feelings • Treasure Hunt Activities/Discussion • Adventures in Writing • Modeling of Think Alouds and Reading Strategies to target skills • Book Club Activities
<p>Critical Analysis Evaluating & Extending Meaning</p>	<p>Evaluating hypotheticals. Evaluating relevance. Evaluating arguments/information.</p>	<ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom's Taxonomy/Higher Order Thinking

<p>Critical Level (15-25%)</p>	<p>Distinguishing facts from opinions. Distinguishing real from unreal. Distinguishing true from untrue.</p>	<p>Skills, Graphic Organizers</p> <ul style="list-style-type: none">• Reading Comprehension: Fact & Opinion, Fantasy & Realistic Fiction, Drawing Conclusions• Modeling of Think Alouds and Reading Strategies to target skills• Book Club Activities
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SUCCESS FOR ALL ALIGNMENT WITH¹ STANFORD ACHIEVEMENT TEST (SAT-9)

PRIMARY 1- Grade 1

WORD READING	SUCCESS FOR ALL
<p>Match three printed words with a picture- Demonstrate the ability to identify three printed words that are associated with a given picture.</p>	<p>Early Learning</p> <ul style="list-style-type: none"> • Letter Investigation • Phonemic Awareness • KinderRoots <p>Kinder Corner (available 2002-2003)</p> <p>Reading Roots</p> <ul style="list-style-type: none"> • Introducing the Shape • Shared Stories • Shared Treasure • Readles
WORD STUDY SKILLS	SUCCESS FOR ALL
<p>Structural Analysis- Demonstrate the ability to recognize within words the structural elements required for decoding.</p> <ul style="list-style-type: none"> • Compound words • Inflectional endings • Contractions 	<p>Early Learning</p> <ul style="list-style-type: none"> • Letter Investigation • Phonemic Awareness • KinderRoots <p>Kinder Corner (available 2002-2003)</p> <p>Reading Roots</p> <ul style="list-style-type: none"> • Shared Stories <ul style="list-style-type: none"> - Lessons #20, 26, 28, 31, 37: Contractions • Shared Treasure • Break It Down • Yes/No Games • Stretch and Spell • Stretch, Trace, and Write • BookEnds/Language Links <p>Level 4</p> <ul style="list-style-type: none"> • Challenge Words

¹ Stanford Achievement Test Series Ninth Edition Compendium of Instructional Objectives, Forms S/SA, Copyright 1996 by Harcourt Brace & Company

<p>Phonetic Analysis-Consonants- Demonstrate the ability to relate consonant sounds to their most common spelling.</p> <ul style="list-style-type: none"> • Single Consonants • Consonant Clusters • Consonant Digraphs 	<p>Early Learning</p> <ul style="list-style-type: none"> • Letter Investigation • Phonemic Awareness • KinderRoots <p>Kinder Corner (available 2002-2003)</p> <p>Reading Roots</p> <ul style="list-style-type: none"> • Reading Rehearsal • Spelling <ul style="list-style-type: none"> - Stretch and Spell - Stretch and Count - Stretch, Trace, and Write • Letter Activities and Letter Games including but not limited to: <ul style="list-style-type: none"> - Matching Games - Hearing the Sound - Say It Fast/Break It Down • Story Activities <ul style="list-style-type: none"> - Stretch & Read - Quick Erase • Sound/Word Wall Review
<p>Phonetic Analysis-Vowels- Demonstrate the ability to relate sounds to their most common spellings</p> <ul style="list-style-type: none"> • Short vowel sounds • Long vowel sounds • Other vowel sounds 	<p>Early Learning</p> <ul style="list-style-type: none"> • Letter Investigation • Phonemic Awareness • KinderRoots <p>Kinder Corner (available 2002-2003)</p> <p>Reading Roots</p> <ul style="list-style-type: none"> • Reading Rehearsal • Spelling <ul style="list-style-type: none"> - Stretch and Spell - Stretch, Trace, & Write • Letter Activities and Letter Game • Story Activities <ul style="list-style-type: none"> - Stretch & Read - Quick Erase • Sound/Word Wall Review

READING COMPREHENSION	SUCCESS FOR ALL
<p>Two-Sentence Stories (Riddles) Demonstrate comprehension of a two-sentence story in riddle format by identifying the picture described by the story.</p>	<p>Early Learning</p> <ul style="list-style-type: none"> • STaR • Rhymes & Alliteration • Shared Book Experience • KinderRoots <p>Kinder Corner (available 2002-2003)</p> <p>Reading Roots</p> <ul style="list-style-type: none"> • STaR • Shared Stories • Shared Treasure • Reading Rehearsal • Peabody Language Development Kit or BookEnds: Language Links
<p>Short Passages (Cloze) Demonstrate comprehension of explicit and implicit information in short reading selections by completing sentences presented in modified cloze format.</p>	<p>Early Learning</p> <ul style="list-style-type: none"> • Shared Book Experience • Peabody Language Development Kit or BookEnds: Language Links <p>Roots</p> <ul style="list-style-type: none"> • Context Clues • Peabody Language Development Kit or BookEnds: Language Links <p>Teacher will need to develop cloze format activities to supplement Reading Roots activities.</p>
<p>Short passages with questions- Demonstrate comprehension of implicit information in short reading selections by answering questions about the passages.</p>	<p>Early Learning</p> <ul style="list-style-type: none"> • STaR • KinderRoots • Peabody Language Development Kit <p>Kinder Corner (available 2002-2003)</p> <p>Reading Roots</p> <ul style="list-style-type: none"> • STaR • Shared Stories <ul style="list-style-type: none"> - Reading Rehearsal - Setting the Stage <ul style="list-style-type: none"> ◆ Teacher Script • Guided Group Reading • Comprehension Questions • Shared Treasure • Homework • Peabody Language Development Kit or BookEnds: Language Links

Recreational- Demonstrate the ability to construct meaning with material typically read for enjoyment.	
<p>Initial Understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence 	<p>Early Learning</p> <ul style="list-style-type: none"> • STaR • KinderRoots • Peabody Language Development Kit <p>Kinder Corner (available 2002-2003)</p> <p>Reading Roots</p> <ul style="list-style-type: none"> • STaR • Shared Stories <ul style="list-style-type: none"> - Reading Rehearsal - Setting the Stage <ul style="list-style-type: none"> ◆ Teacher Script • Guided Group Reading • Comprehension Questions • Shared Treasure • Homework • Peabody Language Development Kit or BookEnds: Language Links
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	<p>Early Learning</p> <ul style="list-style-type: none"> • STaR • KinderRoots • Peabody Language Development Kit <p>Reading Roots</p> <ul style="list-style-type: none"> • STaR • Shared Stories <ul style="list-style-type: none"> - Reading Rehearsal - Setting the Stage <ul style="list-style-type: none"> ◆ Teacher Script • Guided Group Reading • Comprehension Questions • Shared Treasure • Story-Related Writing • Homework • Peabody Language Development Kit or BookEnds: Language Links
Textual- Demonstrate the ability to construct meaning with material typically found in grade appropriate textbooks and other sources of information.	
<p>Initial Understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Specific Detail • Action/Reason/Sequence 	<p>Early Learning</p> <ul style="list-style-type: none"> • STaR • KinderRoots • Peabody Language Development Kit <p>Kinder Corner (available 2002-2003)</p> <p>Reading Roots</p> <ul style="list-style-type: none"> • STaR • Shared Stories²

² SFA Shared Stories are comparable to 1st grade textbooks. They are age-appropriate story books designed to introduce a few letter sounds at a time. Students build on their knowledge of these letter sounds, along with systematic reading strategies for finding the meaning of words, such as using words in context, to read increasingly more difficult text until they are reading on their own.

	<ul style="list-style-type: none"> - Reading Rehearsal - Setting the Stage <ul style="list-style-type: none"> ◆ Teacher Script ● Guided Group Reading ● Comprehension Questions ● Shared Treasure ● Homework ● Peabody Language Development Kit or BookEnds: Language Links
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> ● Inference ● Extending Meaning 	<p>Early Learning</p> <ul style="list-style-type: none"> ● STaR ● KinderRoots ● Peabody Language Development Kit <p>Reading Roots</p> <ul style="list-style-type: none"> ● STaR ● Shared Stories <ul style="list-style-type: none"> - Reading Rehearsal - Setting the Stage <ul style="list-style-type: none"> ◆ Teacher Script ● Guided Group Reading ● Comprehension Questions ● Shared Treasure ● Story-Related Writing ● Homework ● Peabody Language Development Kit or BookEnds: Language Links
<p>Functional- Demonstrate the ability to construct meaning with material typically encountered in everyday life situations.</p>	
<p>Initial understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> ● Specific Detail ● Action/Reason/Sequence <p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> ● Inference ● Extending Meaning 	<p>Early Learning</p> <ul style="list-style-type: none"> ● Peabody Language Development Kit <p>Reading Roots</p> <ul style="list-style-type: none"> ● Peabody Language Development Kit or BookEnds: Language Links <p>Success for All Reading Roots & Reading Wings activities are based on narrative and expository texts in the selected basal series, or novels, and do not directly target functional texts. Teachers may create STaR and Listening Comprehension lessons using functional texts as well as target these texts and skills during Additional Skills time or outside of the 90-minute reading block in other curriculum areas.</p>

SPELLING	SUCCESS FOR ALL
<p>Sight Words- Demonstrate the ability to recognize the correct spelling of dictated sight words. (A sight word is one that must be memorized because the spelling of one of its phonemes is uncommon or because the phonetic principal applied has not been introduced.)</p>	<p>Spelling is not directly instructed and assessed in the SFA reading block. However, reading and writing skills that aid in spelling are taught and reinforced throughout the program.</p>
<p>Phonetic Principles- Demonstrates the ability to apply phonetic principles in order to recognize the correct spelling of phonemes within a word.</p> <ul style="list-style-type: none"> • Consonant sounds • Vowel sounds 	<p>Early Learning</p> <ul style="list-style-type: none"> • KinderRoots
<p>Structural Principles- Demonstrate the ability to identify correct spelling of words in which reflection endings have been formed in accordance with structural principles.</p> <ul style="list-style-type: none"> • Inflectional endings • Affixes 	<p>Reading Roots</p> <ul style="list-style-type: none"> • Stretch & Read • Say-Spell-Say • Quick Erase • Sound/Word Wall Review • Shared Story Lesson #17: Prefixes • Spelling <ul style="list-style-type: none"> - Stretch and Count - Stretch & Spell - Stretch, Trace, and Write
LANGUAGE ARTS	SUCCESS FOR ALL
<p>Mechanics- Demonstrate the ability to identify correct punctuation, capitalization, and usage in simple sentences.</p>	
<p>Capitalization- Distinguish correct capitalization of proper nouns</p> <ul style="list-style-type: none"> • Days of the Week • First Word in Sentence • Months of Year • Names of People • Pronoun I • Proper/Common Nouns 	<p>Reading Roots</p> <ul style="list-style-type: none"> • BookEnds: Language Links <p>Writing From the Heart</p>
<p>Punctuation- Distinguish correct punctuation at the end of sentences.</p> <ul style="list-style-type: none"> • Exclamation Point • Period • Question Mark 	<p>Reading Roots</p> <ul style="list-style-type: none"> • STaR • Guided Group Reading³: Modeling using Think Alouds • Shared Stories Lessons: <ul style="list-style-type: none"> - #6: Exclamation Point - #26: Question Mark • BookEnds: Language Links <p>Writing From the Heart</p>
<p>Usage-Identify correctly applied grammar.</p> <ul style="list-style-type: none"> • Past Tense • Present Tense • Pronoun Case • Subject-Verb Agreement • Verb Formation 	<p>Early Learning</p> <ul style="list-style-type: none"> • Peabody Language Development Kit <p>Reading Roots</p> <ul style="list-style-type: none"> • Shared Stories Lessons: <ul style="list-style-type: none"> - #6: Verb endings - #15: Verb endings - #19: Past Tense - #20 Future Tense - #36: Future Tense - #41 Conditional Tense • BookEnds <p>Writing From the Heart</p>

³ Punctuation is a major, targeted objective within the Guided Group Reading portion of Roots.

Expression- Demonstrate an understanding of effectively written sentences and short paragraphs.	
<p>Sentence Structure- Distinguish between clearly written sentences and sentences that contain errors in expression or construction.</p> <ul style="list-style-type: none"> • Correctly Formed Sentence • Fragment 	<p>Reading Roots</p> <ul style="list-style-type: none"> • Shared Story Lesson #26: Sentence Structure • BookEnds <p>Level 4</p> <ul style="list-style-type: none"> • Shared Story Lesson #38: Paragraph Usage <p>Writing From the Heart</p>
<p>Content and Organization- Determine appropriate editing of short paragraphs.</p> <ul style="list-style-type: none"> • Extraneous Sentence • Purpose and Audience • Supporting Sentence 	<p>Level 4</p> <ul style="list-style-type: none"> • Adventures in Writing • BookEnds <p>Writing From the Heart</p>
<p>A B C Order- Demonstrate the ability to alphabetize words.</p>	<p>Early Learning</p> <ul style="list-style-type: none"> • KinderRoots <p>Reading Roots</p> <ul style="list-style-type: none"> • Alphabet Song • Alphie Pennants
LISTENING	SUCCESS FOR ALL
<p>Vocabulary- Demonstrate recognition of the common meaning of spoken words encountered in the context of a variety of subject areas and sources of information.</p>	<p>Cooperative Learning Strategies</p> <p>Early Learning</p> <ul style="list-style-type: none"> • KinderRoots <p>Reading Roots</p> <ul style="list-style-type: none"> • STaR • Guided Group Reading: Use Words in Context • Shared Stories • Word Wall

<p>Comprehension- Demonstrate the ability to form an initial understanding of and to interpret dictated material.</p>	<p>Early Learning</p> <ul style="list-style-type: none"> • KinderRoots <p>Reading Roots</p> <ul style="list-style-type: none"> • Cooperative Learning • STaR • Setting the Stage • Spelling Celebration • Story-Related Writing • Spelling <ul style="list-style-type: none"> - Stretch and Spell
<p>Recreational- Construct meaning with material typically listened to for enjoyment.</p>	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Early Learning</p> <ul style="list-style-type: none"> • STaR • Peabody Language Development Kit or BookEnds: Language Links <p>Reading Roots</p> <ul style="list-style-type: none"> • Cooperative Learning • Setting the Stage • BookEnds/STaR
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	<p>Early Learning</p> <ul style="list-style-type: none"> • STaR • Peabody Language Development Kit or BookEnds: Language Links <p>Reading Roots</p> <ul style="list-style-type: none"> • Cooperative Learning • Setting the Stage • BookEnds/STaR
<p>Informational- Construct meaning with expository material typically listened to for information.</p>	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Early Learning</p> <ul style="list-style-type: none"> • STaR • Peabody Language Development Kit or BookEnds: Language Links <p>Reading Roots</p> <ul style="list-style-type: none"> • Cooperative Learning • Setting the Stage • BookEnds/STaR <p>Level 4</p> <ul style="list-style-type: none"> • Listening Comprehension • Shared Stories • Treasure Hunt Activities/Discussion • Partner Reading
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	<p>Reading Roots</p> <ul style="list-style-type: none"> • Cooperative Learning • BookEnds/STaR <p>Level 4</p> <ul style="list-style-type: none"> • Listening Comprehension • Shared Stories • Treasure Hunt Activities/Discussion • Partner Reading

Functional- Construct meaning with material typically listened to in everyday life situations:	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Cooperative Learning</p> <p>Early Learning</p> <ul style="list-style-type: none"> • Peabody Language Development Kit <p>Roots</p> <ul style="list-style-type: none"> • BookEnds
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	<p>Success for All Reading Roots & Reading Wings activities are based on narrative and expository texts in the selected basal series, or novels, and do not directly target functional texts. Teachers may create STaR or Listening Comprehension lessons using functional texts as well as target these texts and skills during Additional Skills time or outside of the 90-minute reading block in other curriculum areas.</p>

SUCCESS FOR ALL ALIGNMENT WITH STANFORD ACHIEVEMENT TEST (SAT-9)

PRIMARY 2- Grade 2

WORD STUDY SKILLS	SUCCESS FOR ALL
<p>Structural Analysis- Demonstrate the ability to recognize within words the structural elements required for decoding.</p> <ul style="list-style-type: none"> • Compound words • Inflectional endings • Contractions 	<p>Reading Roots</p> <ul style="list-style-type: none"> • Shared Stories • Shared Treasure • Stretch and Read • Say It Fast/Break It Down • Word Wall • Word Strategies <p>Level 4</p> <ul style="list-style-type: none"> • Word Mastery Presentation <ul style="list-style-type: none"> - Meaningful Sentences - Words Out Loud Practice/Test • Word Wall <p>Reading Wings</p> <ul style="list-style-type: none"> • Vocabulary Introduction/Review • Meaningful Sentences • Word Strategies • Words Out Loud Practice/Test
<p>Phonetic Analysis-Consonants- Demonstrate the ability to relate consonant sounds to their most common spelling.</p> <ul style="list-style-type: none"> • Single Consonants • Consonant Clusters • Consonant Digraphs 	<p>Reading Roots</p> <ul style="list-style-type: none"> • Letter Activities and Letter Games • Word Presentation/Word Strategies <ul style="list-style-type: none"> - Stretch and Read - Quick Erase - Say It Fast/Break It Down • Spelling <ul style="list-style-type: none"> - Stretch and Spell - Stretch, Trace, and Write <p>Level 4</p> <ul style="list-style-type: none"> • Word Mastery Presentation <ul style="list-style-type: none"> - Words Out Loud Practice/Test - “Brown” Words • Word Wall <p>Reading Wings</p> <ul style="list-style-type: none"> • Vocabulary Introduction/Review • Meaningful Sentences • Word Strategies • Words Out Loud Practice/Test

<p>Phonetic Analysis-Vowels- Demonstrate the ability to relate sounds to their most common spellings.</p> <ul style="list-style-type: none"> • Short vowel sounds • Long vowel sounds • Other vowel sounds 	<p>Reading Roots</p> <ul style="list-style-type: none"> • Letter Activities and Letter Games • Word Presentation/Word Strategies <ul style="list-style-type: none"> - Stretch and Read - Quick Erase - Say It Fast/Break It Down • Spelling <ul style="list-style-type: none"> - Stretch and Spell - Stretch, Trace, and Write <p>Level 4</p> <ul style="list-style-type: none"> • Word Mastery Presentation <ul style="list-style-type: none"> - Words Out Loud Practice/Test - “Brown” Words • Word Wall <p>ReadingWings</p> <ul style="list-style-type: none"> • Vocabulary Introduction/Review • Meaningful Sentences • Word Strategies • Words Out Loud Practice/Test
<p>READING VOCABULARY SUCCESS FOR ALL</p>	
<p>Synonyms Multiple Meaning Context</p>	<p>Reading Roots</p> <ul style="list-style-type: none"> • STaR • Word Strategies • Guided Group Reading: Use of Context Clues • Story Activities • Word Wall • Peabody Language Development Kit or BookEnds: Language Links <p>Reading Wings</p> <ul style="list-style-type: none"> • Vocabulary Introduction/Review • Partner Reading • Listening Comprehension • Reading Comprehension: Synonyms Multiple Meaning Words, Comprehension Casino • Meaningful Sentences • Reading Strategies/Think Alouds
<p>READING COMPREHENSION SUCCESS FOR ALL</p>	
<p>Recreational- <i>Demonstrate the ability to construct meaning with material typically read for enjoyment.</i></p>	
<p>Initial Understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence 	<p>Reading Roots</p> <ul style="list-style-type: none"> • STaR • Setting the Stage • Shared Stories <ul style="list-style-type: none"> - Shared Treasure - Reading Rehearsal - Homework <p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning, Graphic Organizers • Reading Comprehension: Cause & Effect Relationships, Sequence, Characterization, Character's Feelings, Main Idea & Supporting Details, Unfamiliar Words, Multiple Meaning Words • Treasure Hunt Activities

	<ul style="list-style-type: none"> • Book Club Activities • Read and Respond • Modeling of Think Alouds and Reading Strategies to target skills
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	<p>Reading Roots</p> <ul style="list-style-type: none"> • STaR • Setting the Stage • Shared Stories <ul style="list-style-type: none"> - Shared Treasure - Reading Rehearsal - Homework <p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom’s Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Reading Comprehension: Cause & Effect Relationships, Sequence, Characterization, Character’s Feelings, Main Idea & Supporting Details, Unfamiliar Words, Multiple Meaning Words, Author’s Purpose, Drawing Conclusions, Making Inferences, Prediction, Unfamiliar Words • Treasure Hunt Activities/Discussion • Adventures in Writing • Modeling of Think Alouds and Reading Strategies to target skills • Book Club Activities • Read and Respond
<p>Textual- <i>Demonstrate the ability to construct meaning with material typically found in grade appropriate textbooks and other sources of information.</i></p>	
<p>Initial Understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Specific Detail • Action/Reason/Sequence 	<p>Reading Roots</p> <ul style="list-style-type: none"> • STaR • Setting the Stage <ul style="list-style-type: none"> - Shared Stories - Shared Treasure - Reading Rehearsal <p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Factual Selections • Reading Comprehension: Main Idea and Supporting Details, Sequence, Fact & Opinion, Cause & Effect Relationships, Problem & Solution • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRL • Book Club Activities
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	<p>Reading Roots</p> <ul style="list-style-type: none"> • STaR • Setting the Stage • Shared Stories <ul style="list-style-type: none"> - Shared Treasure - Reading Rehearsal

	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Factual Selections, Questioning-Use of Bloom’s Taxonomy and Higher Order Thinking Skills • Reading Comprehension: Making Inferences, Drawing Conclusions • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL • Book Club Activities
<p>Functional- <i>Demonstrate the ability to construct meaning with material typically encountered in everyday life situations.</i></p>	
<p>Initial understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Specific Detail • Action/Reason/Sequence 	<p>Roots</p> <ul style="list-style-type: none"> • STaR • Peabody Language Development Kit or BookEnds: Language Links <p>Wings</p> <ul style="list-style-type: none"> • Book Club Activities
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	<p>Success for All Reading Roots & Reading Wings activities are based on narrative and expository texts in the selected basal series, or novels, and do not directly target functional texts. Teachers may create Listening Comprehension lessons using functional texts as well as target these texts and skills during Additional Skills time or outside of the 90-minute reading block in other curriculum areas.</p>
<p>SPELLING</p>	
<p>Sight Words- Demonstrate the ability to recognize the correct spelling of dictated sight words. (A sight word is one that must be memorized because the spelling of one of its phonemes is uncommon or because the phonetic principal applied has not been introduced.)</p>	<p>Spelling is not directly instructed and assessed in the SFA 90-minute reading block. However, reading and writing skills that aid in spelling are taught and reinforced throughout the program.</p> <p>Reading Roots</p> <ul style="list-style-type: none"> • Spelling <ul style="list-style-type: none"> - Stretch & Read - Stretch & Spell - Stretch, Trace, and Write
<p>Phonetic Principles- Demonstrates the ability to apply phonetic principles in order to recognize the correct spelling of phonemes within a word.</p> <ul style="list-style-type: none"> • Consonant sounds • Vowel sounds 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Teacher-Directed Lessons (Vocabulary Intro and Review) • Meaningful Sentences • Treasure Hunt Written Responses • Reading Comprehension: Suffixes, Prefixes, Unfamiliar words • Two-Minute Edit • Editing Process in Writing Wings and Adventures in Writing
<p>Structural Principles- Demonstrate the ability to identify correct spelling of words in which reflection endings have been formed in accordance with structural principles.</p> <ul style="list-style-type: none"> • Inflectional endings • Affixes 	

LANGUAGE ARTS	SUCCESS FOR ALL
<p>Mechanics- <i>Demonstrate the ability to identify correct punctuation, capitalization, and usage in simple sentences.</i></p> <p>Capitalization- Distinguish correct capitalization of proper nouns</p> <ul style="list-style-type: none"> • Days of the Week • Family Names as Titles • Letter Parts • Months of Year • Proper/Common Nouns • Title of Written Works 	<p>Reading Roots</p> <ul style="list-style-type: none"> • BookEnds: Language Links • Modeling of Think Alouds and Reading Strategies <p>Writing From the Heart</p> <p>Reading Wings</p> <ul style="list-style-type: none"> • Meaningful Sentences • Two-Minute Edit • Adventures in Writing (Revising and Editing) • Treasure Hunts • Adventures in Writing • Cooperative Learning (allows for author's edit, teammates' edits, teacher's edits) Students revise own and others work. • Additional Skills-Teachers should target skills for which there are not specific lessons, and review skills that students have not mastered. • Book Club Activities <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics & Grammar Lessons
<p>Punctuation- Distinguish correct punctuation at the end of sentences.</p> <ul style="list-style-type: none"> • Apostrophe with Contraction • Comma between City and State • Exclamation Point • Period • Period and Abbreviations • Question Mark 	<p>Reading Roots</p> <ul style="list-style-type: none"> • Modeling of Think Alouds and Reading Strategies to target skills • Guided Group Reading (lesson objectives) • BookEnds: Language Links <p>Writing From the Heart</p> <p>Reading Wings</p> <ul style="list-style-type: none"> • Modeling of Think Alouds and Reading Strategies to target skills • Two-Minute Edits • Meaningful Sentences • Adventures in Writing • Book Club Activities <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics & Grammar Lessons
<p>Usage- Identify correctly applied grammar.</p> <ul style="list-style-type: none"> • Past Tense • Present Tense • Subject-Verb Agreement • Verb Formation 	<p>Reading Roots</p> <ul style="list-style-type: none"> • Modeling of Think Alouds and Reading Strategies to target skills • BookEnds <p>Writing From the Heart</p> <p>Reading Wings</p> <ul style="list-style-type: none"> • Two-Minute Edits • Meaningful Sentences • Adventures in Writing <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics & Grammar Lessons

Expression- Demonstrate an understanding of effectively written sentences and short paragraphs.	
<p>Sentence Structure- Distinguish between clearly written sentences and sentences that contain errors in expression or construction.</p> <ul style="list-style-type: none"> • Correctly Formed Sentence • Fragment 	<p>Reading Roots</p> <ul style="list-style-type: none"> • BookEnds <p>Writing From the Heart</p> <p>Reading Wings</p> <ul style="list-style-type: none"> • Two-Minute Edits • Meaningful Sentences • Adventures in Writing <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics & Grammar Lessons •
<p>Content and Organization- Determine appropriate editing of short paragraphs</p> <ul style="list-style-type: none"> • Extraneous Sentence • Purpose and Audience • Supporting Sentence 	<p>Reading Roots</p> <ul style="list-style-type: none"> • BookEnds <p>Writing From the Heart Wings</p> <ul style="list-style-type: none"> • Two-Minute Edit • Adventures in Writing : Peer Review, Revise • Additional Skills <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics & Grammar Lessons
<p>A B C Order- Demonstrate the ability to alphabetize words.</p> <ul style="list-style-type: none"> • Beginning with Different Letter • Beginning with Same Letter 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Additional Skills • Word Mastery List (Teacher adaptation) • Word Wall (Teacher adaptation)
LISTENING	SUCCESS FOR ALL
<p>Vocabulary- Demonstrate recognition of the common meaning of spoken words encountered in the context of a variety of subject areas and sources of information.</p>	<p>Reading Roots</p> <ul style="list-style-type: none"> • STaR • Word Presentation • Context Clues • Word Wall <p>Reading Wings</p> <ul style="list-style-type: none"> • Vocabulary Introduction/Review • Meaningful Sentences
<p>Comprehension- Demonstrate the ability to form an initial understanding of and to interpret dictated material.</p>	<p>Reading Roots</p> <ul style="list-style-type: none"> • STaR • Setting the Stage - Teacher Script • Cooperative Learning <p>Reading Wings</p> <ul style="list-style-type: none"> • Vocabulary Introduction • Listening Comprehension • Partner Activities • Cooperative Learning

Recreational- Construct meaning with material typically listened to for enjoyment.	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Reading Roots</p> <ul style="list-style-type: none"> • Cooperative Learning • Setting the Stage <ul style="list-style-type: none"> - Teacher Script • BookEnds/STaR and Language Links <p>Reading Wings</p> <ul style="list-style-type: none"> • Teacher-Directed Lessons: Vocabulary Introduction and Review • Words-Out-Loud Practice • Two-Minute Edit • Meaningful Sentences • Listening Comprehension • Book Club Activities
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	<p>Reading Roots</p> <ul style="list-style-type: none"> • Cooperative Learning • Setting the Stage <ul style="list-style-type: none"> - Teacher Script • BookEnds/STaR and Language Links <p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension • Partner Discussion • Treasure Hunt Activities: Discussion and Written Responses • Story Retell • Adventures in Writing • Reading Comprehension: Drawing, Conclusions, Making Inferences • Additional Skills • Cooperative Learning • Book Club Activities
Informational- Construct meaning with expository material typically listened to for information.	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Reading Roots</p> <ul style="list-style-type: none"> • Cooperative Learning • Setting the Stage • BookEnds/STaR <p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension • Partner Discussion • Cooperative Learning
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	<p>Reading Roots</p> <ul style="list-style-type: none"> • Cooperative Learning • Setting the Stage • BookEnds/STaR <p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Story Retell • Treasure Hunt Discussion/Partner Activities • Reading Comprehension: Making Inferences, Drawing Conclusions • Cooperative Learning

Functional- Construct meaning with material typically listened to in everyday life situations.	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Reading Roots</p> <ul style="list-style-type: none"> • STaR • Peabody Language Development Kitor BookEnds: Language Links
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	<p>Success for All Reading Roots & Reading Wings activities are based on narrative and expository texts in the selected basal series, or novels, and do not directly target functional texts. Teachers may create Listening Comprehension lessons using functional texts as well as target these texts and skills during Additional Skills time or outside of the 90-minute reading block in other curriculum areas.</p>

SUCCESS FOR ALL ALIGNMENT WITH STANFORD ACHIEVEMENT TEST (SAT-9)

Primary 3- Grade 3

READING VOCABULARY	SUCCESS FOR ALL
<p>Synonyms Multiple Meaning Context</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Vocabulary Introduction • Listening Comprehension • Reading Comprehension: Synonyms Multiple Meaning Words, Comprehension Casino, Multiple Meaning Words • Meaningful Sentences • Reading Strategies/Think Alouds • Additional Skills
READING COMPREHENSION	SUCCESS FOR ALL
<p>Recreational- Demonstrate the ability to construct meaning with material typically read for enjoyment</p>	
<p>Initial Understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning, Graphic Organizers • Reading Comprehension: Cause & Effect Relationships, Sequence, Characterization, Character's Feelings, Main Idea & Supporting Details, Unfamiliar Words, Multiple Meaning Words • Treasure Hunt Activities/Discussions • Book Club Activities
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom's Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Reading Comprehension: Cause & Effect Relationships, Sequence, Characterization, Character's Feelings, Main Idea & Supporting Details, Unfamiliar Words, Multiple Meaning Words, Author's Purpose, Drawing Conclusions, Making Inferences, Prediction, Unfamiliar Words • Treasure Hunt Activities/Discussion • Adventures in Writing • Modeling of Think Alouds and Reading Strategies to target skills • Book Club Activities

<p>Critical Analysis- Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom’s Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Treasure Hunt Activities/Discussion • Adventures in Writing • Reading Comprehension: Fact & Opinion, Fantasy & Realistic Fiction, Drawing Conclusions • Modeling of Think Alouds and Reading Strategies to target skills • Book Club Activities
<p>Process Strategies- Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom’s Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Modeling of Think Alouds and Reading Strategies in Listening Comprehension Stories and with Treasure Hunt Stories • Treasure Hunt Activities/Discussion • Adventures in Writing • Book Club Activities
<p>Textual- <i>Demonstrate the ability to construct meaning with material typically found in grade appropriate textbooks and other sources of information.</i></p>	
<p>Initial Understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Specific Detail • Action/Reason/Sequence 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Factual Selections • Reading Comprehension: Main Idea and Supporting Details, Sequence, Fact & Opinion, Cause & Effect Relationships, Problem & Solution • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Factual Selections, Questioning-Use of Bloom’s Taxonomy and Higher Order Thinking Skills • Reading Comprehension: Making Inferences, Drawing Conclusions • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL

<p>Critical Analysis- Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Factual Selections, Questioning-Use of Bloom’s Taxonomy and Higher Order Thinking Skills • Reading Comprehension: Making Inferences, Drawing Conclusions • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL
<p>Process Strategies- Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom’s Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Modeling of Think Alouds and Reading Strategies in Listening Comprehension Stories and with Treasure Hunt Stories • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL • Book Club Activities
<p>Functional- <i>Demonstrate the ability to construct meaning with material typically encountered in everyday life situations.</i></p>	
<p>Initial understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Specific Detail • Action/Reason/Sequence 	<p>Success for All Reading Wings activities are based on narrative and expository texts in the selected basal series, or novels, and do not directly target functional texts. Teachers may create Listening Comprehension lessons using functional texts as well as target these texts and skills during Additional Skills time or outside of the 90-minute reading block in other curriculum areas.</p>
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	
<p>Critical Analysis- Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections.</p>	
<p>Process Strategies- Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.</p>	

SPELLING	SUCCESS FOR ALL
<p>Sight Words- Demonstrate the ability to recognize the correct spelling of dictated sight words. (A sight word is one that must be memorized because the spelling of one of its phonemes is uncommon or because the phonetic principal applied has not been introduced.)</p>	<p>Spelling is not directly instructed and assessed in the SFA 90-minute reading block. However, reading and writing skills that aid in spelling are taught and reinforced throughout the program.</p> <p>Reading Wings</p> <ul style="list-style-type: none"> • Teacher-Directed Lessons (Vocabulary Intro and Review) • Meaningful Sentences • Reading Comprehension: Suffixes, Prefixes, Unfamiliar words • Two-Minute Edit • Editing Process in Writing Wings and Adventures in Writing • Additional Skills
<p>Phonetic Principles- Demonstrates the ability to apply phonetic principles in order to recognize the correct spelling of phonemes within a word. <i>Consonant sounds</i> <i>Vowel sounds</i></p>	
<p>Structural Principles- Demonstrate the ability to identify correct spelling of words in which reflection endings have been formed in accordance with structural principles. <i>Inflectional endings</i> <i>Affixes</i></p>	
<p>No Mistake</p>	
LANGUAGE ARTS	SUCCESS FOR ALL
<p>Mechanics- <i>Demonstrate the ability to identify correct punctuation, capitalization, and usage in simple sentences.</i></p>	
<p>Capitalization- Distinguish correct capitalization of proper nouns.</p> <ul style="list-style-type: none"> • First Word in Quotation • Letter Parts • Proper/Common Nouns • Titles of People • Works of Art 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Two-Minute Edit • Meaningful Sentences • Adventures in Writing (Revising and Editing) • Treasure Hunt /Written Responses • Adventures in Writing • Modeling of Think Alouds and Reading Strategies to target skills • Cooperative Learning (allows for author's edit, teammates' edits, teacher's edits) Students revise own and others work. • Additional Skills-Teachers should target skills for which there are not specific lessons, and review skills that students have not mastered. <p>Writing Wings</p> <ul style="list-style-type: none"> • Volume I , Volume II (Revising and Editing Process) • Language Mechanics Lessons: Capitalization- These lessons include teacher presentation, team practice, team mastery, including individual practice, and a test. • Editing Checklist: These SAT-9 objectives should be targeted for instruction and included on the checklist. As students master skills they can be added to the editing checklist.

<p>Punctuation- Distinguish correct punctuation at the end of sentences.</p> <ul style="list-style-type: none"> • Apostrophe with Contraction • Comma in a Series • Period with Abbreviations • Period with a Declarative Sentence • Question Mark with Interrogative Sentence • Question Mark with Dialogue 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Two-Minute Edits • Meaningful Sentences • Treasure Hunt/Written Responses • Adventures in Writing • Book Club Reports • Modeling of Think Alouds and Reading Strategies to target skills • Additional Skills <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics Lessons: Punctuation, Simple Possessives, Possessives for Word Endings, Editing Possessives, Ending Sentences, Using Quotation Marks to Show Dialogue 1 & 2
<p>Usage-Identify correctly applied grammar.</p> <ul style="list-style-type: none"> • Comparison of Adjectives • Present Tense • Pronoun Case • Special Problems in Usage • Subject-Verb Agreement • Verb Formation 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Two-Minute Edits • Meaningful Sentences • Treasure Hunt/Written Responses • Adventures in Writing • Book Club Reports • Modeling of Think Alouds and Reading Strategies to target skills • Additional Skills <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics Lessons: Ending Sentences, Parts of Speech, Using Verbs to Show Time 1 & 2, Replacing Nouns and Pronouns 1 & 2, Editing Pronoun Case, Subject-Verb Agreement 1 & 2, Editing Subject-Verb Agreement • Volume I & II- Writing Process, Writing for Different purposes
<p>Expression- Demonstrate an understanding of effectively written sentences and short paragraphs.</p>	
<p>Sentence Structure- Distinguish between clearly written sentences and sentences that contain errors in expression or construction.</p> <ul style="list-style-type: none"> • Awkward Construction • Fragments • Run-Ons 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Meaningful Sentences • Adventures in Writing • Two-Minute Edit <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics Lessons: Editing Sentence Fragments in Paragraphs, Fixing Run-On Sentences
<p>Content and Organization- Determine appropriate editing of short paragraphs.</p> <ul style="list-style-type: none"> • Extraneous Sentence • Purpose and Audience • Sentence Combining • Supporting Sentence • Topic Sentence 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Two-Minute Edit • Adventures in Writing • Meaningful Sentences <p>Writing Wings</p> <ul style="list-style-type: none"> • Volume I (Writing Process), Volume II (Purposes of Writing) • Language Mechanics & Grammar Lessons

<p>Study Skills-Library/Reference Skills</p> <ul style="list-style-type: none"> • <i>Dictionary Use:</i> Alphabetization, Guide Words, Dictionary Entries • <i>General Reference Sources</i> 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Additional Skills - Library/Reference and Informational skills should be targeted during Additional Skills time or outside of the 90-minute SFA reading block.
LISTENING	
<p>Vocabulary- Demonstrate recognition of the common meaning of spoken words encountered in the context of a variety of subject areas and sources of information.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Teacher-Directed Lessons: Vocabulary Introduction and Review • Treasure Hunt/Discussion • Meaningful Sentences • Listening Comprehension
<p>Comprehension- Demonstrate the ability to form an initial understanding of and to interpret dictated material.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension • Partner Discussion • Story Retell • Cooperative Learning
Recreational- Construct meaning with material typically listened to for enjoyment.	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Reading Comprehension • Cooperative Learning • Book Club Activities
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Story Retell • Reading Comprehension: Drawing Conclusions, Making • Cooperative Learning • Book Club Activities
Informational- Construct meaning with expository material typically listened to for information.	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Story Retell/SQRRRL • Treasure Hunt Discussion/Partner Activities • Cooperative Learning • Additional Skills
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Story Retell/SQRRRL • Treasure Hunt Discussion/Written • Reading Comprehension: Making Inferences, Drawing Conclusions • Treasure Hunt Discussion • Cooperative Learning

Functional- Construct meaning with material typically listened to in everyday life situations.	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Success for All Reading Wings activities are based on narrative and expository texts in the selected basal series, or novels, and do not directly target functional texts. Teachers may create Listening Comprehension lessons using functional texts as well as target these skills during Additional Skills time or outside of the 90-minute reading block in other curriculum areas.</p>
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	

SUCCESS FOR ALL ALIGNMENT WITH STANFORD ACHIEVEMENT TEST (SAT-9)

Intermediate 1- Grade 4

READING VOCABULARY	SUCCESS FOR ALL
<p>Synonyms Multiple Meaning Context</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Vocabulary Introduction • Listening Comprehension • Reading Comprehension: Synonyms Multiple Meaning Words, Comprehension Casino, Multiple Meaning Words • Meaningful Sentences • Reading Strategies/Think Alouds • Additional Skills
READING COMPREHENSION	SUCCESS FOR ALL
<p>Recreational- <i>Demonstrate the ability to construct meaning with material typically read for enjoyment.</i></p>	
<p>Initial Understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning, Graphic Organizers • Reading Comprehension: Cause & Effect Relationships, Sequence, Characterization, Character's Feelings, Main Idea & Supporting Details, Unfamiliar Words, Multiple Meaning Words • Treasure Hunt Activities/Written Responses • Book Club Activities
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom's Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Reading Comprehension: Cause & Effect Relationships, Sequence, Characterization, Character's Feelings, Main Idea & Supporting Details, Unfamiliar Words, Multiple Meaning Words, Author's Purpose, Drawing Conclusions, Making Inferences, Prediction, Unfamiliar Words • Treasure Hunt Activities/Discussion • Adventures in Writing • Modeling of Think Alouds and Reading Strategies to target skills • Book Club Activities

<p>Critical Analysis- Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom’s Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Treasure Hunt Activities/Discussion • Adventures in Writing • Reading Comprehension: Fact & Opinion, Fantasy & Realistic Fiction, Drawing Conclusions • Modeling of Think Alouds and Reading Strategies to target skills • Book Club Activities
<p>Process Strategies- Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom’s Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Modeling of Think Alouds and Reading Strategies in Listening Comprehension Stories and with Treasure Hunt Stories • Treasure Hunt Activities/Discussion • Adventures in Writing • Book Club Activities
<p><i>Textual- Demonstrate the ability to construct meaning with material typically found in grade appropriate textbooks and other sources of information.</i></p>	
<p>Initial Understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Specific Detail • Action/Reason/Sequence 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Factual Selections • Reading Comprehension: Main Idea and Supporting Details, Sequence, Fact & Opinion, Cause & Effect Relationships, Problem & Solution • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Factual Selections, Questioning-Use of Bloom’s Taxonomy and Higher Order Thinking Skills • Reading Comprehension: Making Inferences, Drawing Conclusions • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL

<p>Critical Analysis- Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Factual Selections, Questioning-Use of Bloom’s Taxonomy and Higher Order Thinking Skills • Reading Comprehension: Making Inferences, Drawing Conclusions • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL
<p>Process Strategies- Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom’s Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Modeling of Think Alouds and Reading Strategies in Listening Comprehension Stories and with Treasure Hunt Stories • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL • Book Club Activities
<p>Functional- <i>Demonstrate the ability to construct meaning with material typically encountered in everyday life situations:</i></p>	
<p>Initial understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Specific Detail • Action/Reason/Sequence 	<p>Success for All Reading Wings activities are based on narrative and expository texts in the selected basal series, or novels, and do not directly target functional texts. Teachers may create Listening Comprehension lessons using functional texts as well as target these texts and skills during Additional Skills time or outside of the 90-minute reading block in other curriculum areas.</p>
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	
<p>Critical Analysis- Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections.</p>	
<p>Process Strategies- Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.</p>	

SPELLING	SUCCESS FOR ALL
<p>Homophones</p> <p>Phonetic Principles- Demonstrates the ability to apply phonetic principles in order to recognize the correct spelling of phonemes within a word. <i>Consonant sounds</i> <i>Vowel sounds</i></p> <p>Structural Principles- Demonstrate the ability to identify correct spelling of words in which reflection endings have been formed in accordance with structural principles. <i>Inflectional endings</i> <i>Affixes</i></p> <p>No Mistake</p>	<p>Spelling is not directly instructed and assessed in the SFA 90-minute reading block. However, reading and writing skills that aid in spelling are taught and reinforced throughout the program.</p> <p>Reading Wings</p> <ul style="list-style-type: none"> • Teacher-Directed Lessons (Vocabulary Intro and Review) • Meaningful Sentences • Reading Comprehension: Suffixes, Prefixes, Unfamiliar words • Two-Minute Edit • Editing Process in Writing Wings and Adventures in Writing • Additional Skills
LANGUAGE ARTS	SUCCESS FOR ALL
Mechanics- <i>Demonstrate the ability to identify correct punctuation, capitalization, and usage in simple sentences.</i>	
<p>Capitalization- Distinguish correct capitalization of proper nouns.</p> <ul style="list-style-type: none"> • First Word in Quotation • Letter Parts • Proper/Common Nouns • Titles of People • Works of Art 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Adventures in Writing (Revising and Editing) • Treasure Hunt Written Responses • Adventures in Writing • Two-Minute Edit • Modeling using Think Alouds • Cooperative Learning (allows for author's edit, teammates' edits, teacher's edits) Students revise own and others work. • Additional Skills-Teachers should target skills for which there are not specific lessons, and review skills that students have not mastered. <p>Writing Wings</p> <ul style="list-style-type: none"> • Volume I , Volume II (Revising and Editing Process) • Language Mechanics Lessons: Capitalization- These lessons include teacher presentation, team practice, team mastery, including individual practice, and a test. • Editing Checklist: These SAT-9 objectives should be targeted for instruction and included on the checklist. As students master skills they can be added to the editing checklist.

<p>Punctuation- Distinguish correct punctuation at the end of sentences.</p> <ul style="list-style-type: none"> • Apostrophe with Contraction • Comma in a Series • Period with Abbreviations • Question Mark • Question Mark with Dialogue • Question Mark with Titles of Works 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Two-Minute Edits • Meaningful Sentences • Additional Skills • Treasure Hunt Written Responses • Modeling using Think Alouds • Book Club Reports • Adventures in Writing <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics Lessons: Punctuation, Simple Possessives, Possessives for Word Endings, Editing Possessives, Ending Sentences, Using Quotation Marks to Show Dialogue 1 & 2
<p>Usage-Identify correctly applied grammar.</p> <ul style="list-style-type: none"> • Comparison of Adjectives • Present Tense • Pronoun Case • Special Problems in Usage • Subject-Verb Agreement • Subject-Verb Agreement of Simple Subject • Verb Formation 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Two-Minute Edits • Meaningful Sentences • Additional Skills • Treasure Hunt Written Responses • Modeling using Think Alouds • Book Club Reports • Adventures in Writing <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics Lessons: Ending Sentences, Parts of Speech, Using Verbs to Show Time 1 & 2, Replacing Nouns and Pronouns 1& 2, Editing Pronoun Case, Subject-Verb Agreement 1 & 2, Editing Subject-Verb Agreement • Volume I & II- Writing Process, Writing for Different purposes
<p>Expression- <i>Demonstrate an understanding of effectively written sentences and short paragraphs.</i></p>	
<p>Sentence Structure- Distinguish between clearly written sentences and sentences that contain errors in expression or construction.</p> <ul style="list-style-type: none"> • Awkward Construction • Fragments • Run-Ons 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Meaningful Sentences • Adventures in Writing • Two-Minute Edit <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics Lessons: Editing Sentence Fragments in Paragraphs, Fixing Run-On Sentences
<p>Content and Organization- Determine appropriate editing of short paragraphs.</p> <ul style="list-style-type: none"> • Extraneous Sentence • Purpose and Audience • Sentence Combining • Supporting Sentence • Topic Sentence 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Two-Minute Edit • Adventures in Writing • Meaningful Sentences <p>Writing Wings</p> <ul style="list-style-type: none"> • Volume I (Writing Process), Volume II (Purposes of Writing) • Language Mechanics & Grammar Lessons

<p>Study Skills-Library/Reference Skills</p> <ul style="list-style-type: none"> • <i>Dictionary Use:</i> Alphabetization, Guide Words, Dictionary Entries • <i>General Reference Sources</i> 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Additional Skills - Library/Reference and Informational skills should be targeted during Additional Skills time or outside of the 90-minute SFA reading block.
<p>Information Skills</p> <ul style="list-style-type: none"> • Locating Information: Parts of a book 	
<p>Organizing Information</p>	
LISTENING	
<p>Vocabulary- Demonstrate recognition of the common meaning of spoken words encountered in the context of a variety of subject areas and sources of information.</p>	<p>SUCCESS FOR ALL</p> <p>Reading Wings</p> <ul style="list-style-type: none"> • Teacher-Directed Lessons: Vocabulary Introduction and Review • Treasure Hunt/Discussions • Meaningful Sentences • Listening Comprehension
<p>Comprehension- Demonstrate the ability to form an initial understanding of and to interpret dictated material.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension • Partner Discussion • Cooperative Learning
Recreational- Construct meaning with material typically listened to for enjoyment.	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Book Club Activities • Cooperative Learning
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Story Retell • Reading Comprehension: Drawing Conclusions: Making Inferences • Cooperative Learning • Book Club Activities
Informational- Construct meaning with expository material typically listened to for information.	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Story Retell/SQRRRL • Treasure Hunt Discussion/Partner Activities • Cooperative Learning • Additional Skills
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Story Retell/SQRRRL • Treasure Hunt Discussion/Written Activities • Reading Comprehension: Drawing Conclusions, Making Inferences • Cooperative Learning

Functional- Construct meaning with material typically listened to in everyday life situations.	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Success for All Reading Wings activities are based on narrative and expository texts in the selected basal series, or novels, and do not directly target functional texts. Teachers may create Listening Comprehension lessons using functional texts as well as target these skills during Additional Skills time or outside of the 90-minute reading block in other curriculum areas.</p>
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	

SUCCESS FOR ALL ALIGNMENT WITH STANFORD ACHIEVEMENT TEST (SAT-9)

Intermediate 2- Grade 5

READING VOCABULARY	SUCCESS FOR ALL
<p>Synonyms Multiple Meaning Context</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Vocabulary Introduction • Listening Comprehension • Reading Comprehension: Synonyms Multiple Meaning Words, Comprehension Casino, Multiple Meaning Words • Meaningful Sentences • Reading Strategies/Think Alouds • Additional Skills
READING COMPREHENSION	SUCCESS FOR ALL
<p>Recreational- <i>Demonstrate the ability to construct meaning with material typically read for enjoyment.</i></p>	
<p>Initial Understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning, Graphic Organizers • Reading Comprehension: Cause & Effect Relationships, Sequence, Characterization, Character's Feelings, Main Idea & Supporting Details, Unfamiliar Words, Multiple Meaning Words • Treasure Hunt Activities • Book Club Activities
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom's Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Reading Comprehension: Cause & Effect Relationships, Sequence, Characterization, Character's Feelings, Main Idea & Supporting Details, Unfamiliar Words, Multiple Meaning Words, Author's Purpose, Drawing Conclusions, Making Inferences, Prediction, Unfamiliar Words • Treasure Hunt Activities/Discussion • Adventures in Writing • Modeling of Think Alouds and Reading Strategies to target skills • Book Club Activities

<p>Critical Analysis- Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom's Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Treasure Hunt Activities/Discussions • Adventures in Writing • Reading Comprehension: Fact & Opinion, Fantasy & Realistic Fiction, Drawing Conclusions • Book Club Activities • Modeling of Think Alouds and Reading Strategies to target skills
<p>Process Strategies- Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom's Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Modeling of Think Alouds and Reading Strategies in Listening Comprehension Stories and with Treasure Hunt Stories • Treasure Hunt Activities/Discussion • Adventures in Writing • Book Club Activities
<p>Textual- <i>Demonstrate the ability to construct meaning with material typically found in grade appropriate textbooks and other sources of information.</i></p>	
<p>Initial Understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Specific Detail • Action/Reason/Sequence 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Factual Selections • Reading Comprehension: Main Idea and Supporting Details, Sequence, Fact & Opinion, Cause & Effect Relationships, Problem & Solution • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Factual Selections, Questioning-Use of Bloom's Taxonomy and Higher Order Thinking Skills • Reading Comprehension: Making Inferences, Drawing Conclusions • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL

<p>Critical Analysis- Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Factual Selections, Questioning-Use of Bloom’s Taxonomy and Higher Order Thinking Skills • Reading Comprehension: Making Inferences, Drawing Conclusions • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL
<p>Process Strategies- Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom’s Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Modeling of Think Alouds and Reading Strategies in Listening Comprehension Stories and with Treasure Hunt Stories • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL • Book Club Activities
<p>Functional- <i>Demonstrate the ability to construct meaning with material typically encountered in everyday life situations.</i></p>	
<p>Initial understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Specific Detail • Action/Reason/Sequence 	<p>Success for All Reading Wings activities are based on narrative and expository texts in the selected basal series, or novels, and do not directly target functional texts. Teachers may create Listening Comprehension lessons using functional texts as well as target these texts and skills during Additional Skills time or outside of the 90-minute reading block in other curriculum areas.</p>
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	
<p>Critical Analysis- Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections</p>	
<p>Process Strategies- Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.</p>	

SPELLING	SUCCESS FOR ALL
<p>Homophones</p> <p>Phonetic Principles- Demonstrates the ability to apply phonetic principles in order to recognize the correct spelling of phonemes within a word. <i>Consonant sounds</i> <i>Vowel sounds</i></p> <p>Structural Principles- Demonstrate the ability to identify correct spelling of words in which reflection endings have been formed in accordance with structural principles. <i>Inflectional endings</i> <i>Affixes</i></p> <p>No Mistake</p>	<p>Spelling is not directly instructed and assessed in the SFA 90-minute reading block. However, reading and writing skills that aid in spelling are taught and reinforced throughout the program.</p> <p>Reading Wings</p> <ul style="list-style-type: none"> • Teacher-Directed Lessons (Vocabulary Intro and Review) • Meaningful Sentences • Reading Comprehension: Suffixes, Prefixes, Unfamiliar words • Two-Minute Edit • Editing Process in Writing Wings and Adventures in Writing • Additional Skills
LANGUAGE ARTS	SUCCESS FOR ALL
<p>Mechanics- <i>Demonstrate the ability to identify correct punctuation, capitalization, and usage in simple sentences.</i></p>	
<p>Capitalization- Distinguish correct capitalization of proper nouns.</p> <ul style="list-style-type: none"> • First Word in Quotation • Letter Parts • Proper/Common Nouns • Titles of People • Works of Art 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Adventures in Writing (Revising and Editing) • Treasure Hunt Written Responses • Adventures in Writing • Two-Minute Edit • Modeling using Think Alouds • Cooperative Learning (allows for author's edit, teammates' edits, teacher's edits) Students revise own and others work. • Additional Skills-Teachers should target skills for which there are not specific lessons, and review skills that students have not mastered. <p>Writing Wings</p> <ul style="list-style-type: none"> • Volume I , Volume II (Revising and Editing Process) • Language Mechanics Lessons: Capitalization- These lessons include teacher presentation, team practice, team mastery, including individual practice, and a test. • Editing Checklist: These SAT-9 objectives should be targeted for instruction and included on the checklist. As students master skills they can be added to the editing checklist.

<p>Punctuation- Distinguish correct punctuation at the end of sentences.</p> <ul style="list-style-type: none"> • Apostrophe with Contraction • Comma in a Series • Period with Abbreviations • Question Mark • Question Mark with Dialogue • Question Mark with Titles of Works 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Two-Minute Edits • Meaningful Sentences • Treasure Hunt Written Responses • Modeling using Think Alouds • Adventures in Writing • Additional Skills • Book Club Reports <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics Lessons: Punctuation, Simple Possessives, Possessives for Word Endings, Editing Possessives, Ending Sentences, Using Quotation Marks to Show Dialogue 1 & 2
<p>Usage-Identify correctly applied grammar.</p> <ul style="list-style-type: none"> • Comparison of Adjectives • Present Tense • Pronoun Case • Special Problems in Usage • Subject-Verb Agreement • Subject-Verb Agreement of Simple Subject • Verb Formation 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Two-Minute Edits • Meaningful Sentences • Treasure Hunt Written Responses • Modeling using Think Alouds • Adventures in Writing • Additional Skills • Book Club Reports <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics Lessons: Ending Sentences, Parts of Speech, Using Verbs to Show Time 1 & 2, Replacing Nouns and Pronouns 1& 2, Editing Pronoun Case, Subject-Verb Agreement 1 & 2, Editing Subject-Verb Agreement • Volume I & II- Writing Process, Writing for Different purposes
<p>Expression- <i>Demonstrate an understanding of effectively written sentences and short paragraphs.</i></p>	
<p>Sentence Structure- Distinguish between clearly written sentences and sentences that contain errors in expression or construction.</p> <ul style="list-style-type: none"> • Awkward Construction • Fragments • Run-Ons 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Meaningful Sentences: Revise, Polish • Adventures in Writing: Draft, Review, Revise • Adventures in Writing • Two-Minute Edit • Book Club Reports <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics Lessons: Editing Sentence Fragments in Paragraphs, Fixing Run-On Sentences
<p>Content and Organization- Determine appropriate editing of short paragraphs.</p> <ul style="list-style-type: none"> • Extraneous Sentence • Purpose and Audience • Sentence Combining • Supporting Sentence • Topic Sentence 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Two-Minute Edit • Adventures in Writing • Meaningful Sentences <p>Writing Wings</p> <ul style="list-style-type: none"> • Volume I (Writing Process), Volume II (Purposes of Writing) • Language Mechanics & Grammar Lessons

<p>Study Skills-Library/Reference Skills</p> <ul style="list-style-type: none"> • <i>Dictionary Use:</i> Alphabetization, Guide Words, Dictionary Entries • <i>General Reference Sources</i> 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Additional Skills - Library/Reference and Informational skills should be targeted during Additional Skills time or outside of the 90-minute SFA reading block.
<p>Information Skills</p> <ul style="list-style-type: none"> • Locating Information: Parts of a book 	
<p>Organizing Information</p>	
LISTENING	
<p>Vocabulary- Demonstrate recognition of the common meaning of spoken words encountered in the context of a variety of subject areas and sources of information.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Teacher-Directed Lessons: Vocabulary Introduction and Review • Treasure Hunt Activities/Discussions • Meaningful Sentences: Assessment • Listening Comprehension
<p>Comprehension- Demonstrate the ability to form an initial understanding of and to interpret dictated material.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension • Partner Discussion • Story Retell • Cooperative Learning
Recreational- Construct meaning with material typically listened to for enjoyment.	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Story Retell • Treasure Hunt Discussion/Partner Activities • Cooperative Learning • Read and Respond • Book Club Activities
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Cooperative Learning • Read and Respond • Book Club Activities
Informational- Construct meaning with expository material typically listened to for information.	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Story Retell/SQRRRL • Treasure Hunt Discussion/Partner Activities • Cooperative Learning • Additional Skills
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Story Retell/SQRRRL • Reading Comprehension: Drawing Conclusions, Making Inferences • Cooperative Learning • Reading Comprehension: Making Inferences, Drawing Conclusions • Additional Skills

Functional- Construct meaning with material typically listened to in everyday life situations.	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Success for All Reading Wings activities are based on narrative and expository texts in the selected basal series, or novels, and do not directly target functional texts. Teachers may create Listening Comprehension lessons using functional texts as well as target these skills during Additional Skills time or outside of the 90-minute reading block in other curriculum areas.</p>
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	

SUCCESS FOR ALL ALIGNMENT WITH STANFORD ACHIEVEMENT TEST (SAT-9)

Intermediate 3- Grade 6

READING VOCABULARY	SUCCESS FOR ALL
<p>Synonyms Multiple Meaning Context</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Vocabulary Introduction/Review • Partner Reading • Listening Comprehension • Reading Comprehension: Synonyms, Multiple Meaning Words, Comprehension Casino • Meaningful Sentences • Reading Strategies/Think Alouds • Additional Skills
READING COMPREHENSION	SUCCESS FOR ALL
<i>Recreational- Demonstrate the ability to construct meaning with material typically read for enjoyment.</i>	
<p>Initial Understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning, Graphic Organizers, • Reading Comprehension: Cause & Effect Relationships, Sequence, Characterization, Character's Feelings, Main Idea & Supporting Details, Unfamiliar Words, Multiple Meaning Words • Treasure Hunt Activities/Discussion • Book Club Activities
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom's Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Reading Comprehension: Cause & Effect Relationships, Sequence, Characterization, Character's Feelings, Main Idea & Supporting Details, Unfamiliar Words, Multiple Meaning Words, Author's Purpose, Drawing Conclusions, Making Inferences, Prediction, Unfamiliar Words • Treasure Hunt Activities/Discussion • Adventures in Writing • Modeling of Think Alouds and Reading Strategies to target skills • Book Club Activities • Read and Respond

<p>Critical Analysis- Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom's Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Reading Comprehension: Fact & Opinion, Fantasy & Realistic Fiction, Drawing Conclusions, Making Inferences • Modeling of Think Alouds and Reading Strategies to target skills • Treasure Hunt Activities/Discussions • Adventures in Writing • Book Club Activities
<p>Process Strategies- Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom's Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Modeling of Think Alouds and Reading Strategies in Listening Comprehension Stories and with Treasure Hunt Stories • Treasure Hunt Activities/Discussion • Partner Reading • Adventures in Writing • Book Club Activities • Read and Respond
<p>Textual- Demonstrate the ability to construct meaning with material typically found in grade appropriate textbooks and other sources of information.</p>	
<p>Initial Understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Specific Detail • Action/Reason/Sequence 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Factual Selections • Reading Comprehension: Main Idea and Supporting Details, Sequence, Fact & Opinion, Cause & Effect Relationships, Problem & Solution • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL • Story Retell • Story Test
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Factual Selections, Questioning-Use of Bloom's Taxonomy and Higher Order Thinking Skills • Extension/Enrichment Activities • Reading Comprehension: Making Inferences, Drawing Conclusions • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL • Additional Skills • Story Retell • Story Test

<p>Critical Analysis- Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Factual Selections, Questioning-Use of Bloom's Taxonomy and Higher Order Thinking Skills • Reading Comprehension: Making Inferences, Drawing Conclusions • Treasure Hunt Activities/Discussion • Adventures in Writing • SQRRRL • Book Club Activities
<p>Process Strategies- Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension: Questioning- Use of Bloom's Taxonomy/Higher Order Thinking Skills, Graphic Organizers • Modeling of Think Alouds and Reading Strategies in Listening Comprehension Stories and with Treasure Hunt Stories • Treasure Hunt Activities/Discussion • Partner Reading • Adventures in Writing • SQRRRL • Read and Respond • Book Club Activitiew
<p>Functional- <i>Demonstrate the ability to construct meaning with material typically encountered in everyday life situations.</i></p>	
<p>Initial understanding- Demonstrate the ability to comprehend explicitly stated relationships in a variety of reading selections.</p> <ul style="list-style-type: none"> • Specific Detail • Action/Reason/Sequence 	<p>Success for All Reading Wings activities are based on narrative and expository texts in the selected basal series, or novels, and do not directly target functional texts. Teachers may create Listening Comprehension lessons using functional texts as well as target these texts and skills during Additional Skills time or outside of the 90-minute reading block in other curriculum areas.</p>
<p>Interpretation- Demonstrate the ability to form an interpretation of a variety of reading selections based on explicit and implicit information in the selections.</p> <ul style="list-style-type: none"> • Inference • Extending Meaning 	
<p>Critical Analysis- Demonstrate the ability to synthesize and evaluate explicit and implicit information in a variety of reading selections.</p>	
<p>Process Strategies- Demonstrate the ability to recognize and apply text factors and reading strategies in a variety of reading selections.</p>	

SPELLING	SUCCESS FOR ALL
<p>Homophones</p> <p>Phonetic Principles- Demonstrates the ability to apply phonetic principles in order to recognize the correct spelling of phonemes within a word. <i>Consonant sounds</i> <i>Vowel sounds</i></p> <p>Structural Principles- Demonstrate the ability to identify correct spelling of words in which reflection endings have been formed in accordance with structural principles. <i>Inflectional endings</i> <i>Affixes</i></p> <p>No Mistake</p>	<p>Spelling is not directly instructed and assessed in the SFA 90-minute reading block. However, reading and writing skills that aid in spelling are taught and reinforced throughout the program.</p> <p>Reading Wings</p> <ul style="list-style-type: none"> • Teacher-Directed Lessons (Vocabulary Intro and Review) • Meaningful Sentences • Reading Comprehension: Suffixes, Prefixes, Unfamiliar words • Two-Minute Edit • Editing Process in Writing Wings and Adventures in Writing • Additional Skills
LANGUAGE ARTS	SUCCESS FOR ALL
Mechanics- <i>Demonstrate the ability to identify correct punctuation, capitalization, and usage in simple sentences.</i>	
<p>Capitalization- Distinguish correct capitalization of proper nouns</p> <ul style="list-style-type: none"> • First Word in Quotation • Letter Parts • Proper/Common Nouns • Titles of People • Works of Art 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Adventures in Writing (Revising and Editing) • Treasure Hunt Written Responses • Adventures in Writing • Two-Minute Edit • Modeling using Think Alouds • Cooperative Learning (allows for author's edit, teammates' edits, teacher's edits) Students revise own and others work. • Additional Skills-Teachers should target skills for which there are not specific lessons, and review skills that students have not mastered. <p>Writing Wings</p> <ul style="list-style-type: none"> • Volume I , Volume II (Revising and Editing Process) • Language Mechanics Lessons: Capitalization-These lessons include teacher presentation, team practice, team mastery, including individual practice, and a test. • Editing Checklist: These SAT-9 objectives should be targeted for instruction and included on the checklist. As students master skills they can be added to the editing checklist.

<p>Punctuation- Distinguish correct punctuation at the end of sentences.</p> <ul style="list-style-type: none"> • Apostrophe with Contraction • Comma in a Series • Period with Abbreviations • Question Mark • Question Mark with Dialogue • Question Mark with Titles of Works 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Two-Minute Edits • Meaningful Sentences • Additional Skills • Treasure Hunt Written Responses • Adventures in Writing • Book Club Reports • Modeling using Think Alouds <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics Lessons: Punctuation, Simple Possessives, Possessives for Word Endings, Editing Possessives, Ending Sentences, Using Quotation Marks to Show Dialogue 1 & 2
<p>Usage-Identify correctly applied grammar.</p> <ul style="list-style-type: none"> • Comparison of Adjectives • Present Tense • Pronoun Case • Special Problems in Usage • Subject-Verb Agreement • Subject-Verb Agreement of Simple Subject • Verb Formation 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Two-Minute Edits • Meaningful Sentences • Additional Skills • Treasure Hunt Written Responses • Adventures in Writing • Book Club Reports • Modeling using Think Alouds <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics Lessons: Ending Sentences, Parts of Speech, Using Verbs to Show Time 1 & 2, Replacing Nouns and Pronouns 1& 2, Editing Pronoun Case, Subject-Verb Agreement 1 & 2, Editing Subject-Verb Agreement • Volume I & II- Writing Process, Writing for Different purposes
<p>Expression- <i>Demonstrate an understanding of effectively written sentences and short paragraphs.</i></p>	
<p>Sentence Structure- Distinguish between clearly written sentences and sentences that contain errors in expression or construction.</p> <ul style="list-style-type: none"> • Awkward Construction • Fragments • On-and-On • Redundancy • Run-Ons 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Meaningful Sentences • Adventures in Writing • Two-Minute Edit <p>Writing Wings</p> <ul style="list-style-type: none"> • Language Mechanics Lessons: Editing Sentence Fragments in Paragraphs, Fixing Run-On Sentences
<p>Content and Organization- Determine appropriate editing of short paragraphs.</p> <ul style="list-style-type: none"> • Extraneous Sentence • Purpose and Audience • Sentence Combining • Supporting Sentence • Topic Sentence 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Two-Minute Edit • Adventures in Writing • Meaningful Sentences <p>Writing Wings</p> <ul style="list-style-type: none"> • Volume I (Writing Process), Volume II (Purposes of Writing) • Language Mechanics & Grammar Lessons

<p>Study Skills-Library/Reference Skills</p> <ul style="list-style-type: none"> • <i>Dictionary Use:</i> Alphabetization, Guide Words, Dictionary Entries • <i>General Reference Sources</i> <p>Information Skills</p> <ul style="list-style-type: none"> • Locating Information: Parts of a book <p>Organizing Information</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Additional Skills - Library/Reference and Informational skills should be targeted during Additional Skills time or outside of the 90-minute SFA reading block.
LISTENING	
<p>Vocabulary- Demonstrate recognition of the common meaning of spoken words encountered in the context of a variety of subject areas and sources of information.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Teacher-Directed Lessons: Vocabulary Introduction and Review • Treasure Hunt Activities/Discussion • Meaningful Sentences • Listening Comprehension
<p>Comprehension- Demonstrate the ability to form an initial understanding of and to interpret dictated material.</p>	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension • Partner Discussion • Cooperative Learning
Recreational- Construct meaning with material typically listened to for enjoyment.	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Cooperative Learning • Book Club Activities
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Story Retell • Reading Comprehension: Drawing Conclusions, Making Inferences • Book Club Activities • Cooperative Learning
Informational- Construct meaning with expository material typically listened to for information.	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Story Retell/SQRRRL • Treasure Hunt Discussion/Partner Activities • Additional Skills • Cooperative Learning
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	<p>Reading Wings</p> <ul style="list-style-type: none"> • Listening Comprehension Lessons • Story Retell/SQRRRL • Treasure Hunt Discussion/Written Activities • Reading Comprehension: Drawing Conclusions, Making Inferences • Cooperative Learning

Functional- <i>Construct meaning with material typically listened to in everyday life situations.</i>	
<p>Initial Understanding- Form an initial understanding of a variety of messages based on explicit information in the message.</p> <ul style="list-style-type: none"> • Action/Reason/Sequence • Specific Detail 	<p>Success for All Reading Wings activities are based on narrative and expository texts in the selected basal series, or novels, and do not directly target functional texts. Teachers may create Listening Comprehension lessons using functional texts as well as target these skills during Additional Skills time or outside of the 90-minute reading block in other curriculum areas.</p>
<p>Interpretation- Form an interpretation of a variety of messages based on explicit and implicit information in the messages.</p> <ul style="list-style-type: none"> • Extending Meaning • Inference 	

Success for All Curriculum Activities Glossary*

Early Learning/Aprendizaje Inicial is a thematically based curriculum developed for pre-kindergarten and kindergarten instruction

Thematic Units/Unidades Temáticas - Early Learning uses a thematic approach to curriculum, which allows children to make connections between concepts and real world events. When knowledge is presented in context, that relates to children's lives, children become active participants in their learning and begin to take responsibility for their own learning.

Phonemic Awareness/Conciencia Fonológica - The goal of phonemic awareness is to provide students with the prerequisite knowledge of sounds necessary for success in learning to read and write. Students learn to recognize and manipulate sounds.

Emergent Writing/Primera Escritura - The goal of emergent writing is to immerse children in the writing process, provide meaningful demonstrations and models of the writing process and create a stimulating, comfortable, risk-free writing environment. Students evolve through the developmental stages of writing.

Letter Investigations/Investigaciones de la Letra - These activities allow students to explore the physical nature of letters as well as the role letters play in our everyday lives. Students learn and recognize the alphabet and become more fluent and independent readers and writers.

STaR/CyReC - Story Telling and Retelling introduces children to the world of literature and promotes a love of reading. STaR activities enhance oral language development, foster understanding of simple story structure, and develop and enhance listening comprehension strategies

Shared Book Experience/Experiencia del Cuento Compartido - Shared Book Experience builds confidence in reading by using enlarged texts. The goals are to build concepts of print knowledge and provide opportunities to explore and become familiar with text.

Learning Centers/Centros de Aprendizaje - Learning Centers develop concepts that are related to an extended theme and reinforce skills through interactive and playful involvement. Oral language and writing experiences continue to be promoted. Teachers have the flexibility of creating Learning Centers that meet specific state standards.

Eager to Read/Deseamos Leer - The goal of Eager to Read is to prepare children to learn to read. Eager to Read provides children with repeated exposure to simple stories that they will memorize. This process encourages reading-like behaviors and helps children become interested in reading. Eager to Read is a kindergarten program and may be substituted with KinderRoots.

Peabody Language Development/Desarrollo de los Conceptos de Peabody - The goal is to stimulate both language and cognitive development by using basic skills to reinforce basic concepts.

KinderRoots/Kinder Lee Conmigo uses Shared Stories that build on previously learned letters, sounds and words to provide an introduction to reading instruction for kindergartners. The program is designed to be implemented in conjunction with the Early Learning Program. Each lesson starts with a story, and proceeds to introduce a letter and its sound and the use of that letter in phonetically regular words. The goal of each lesson is to enable students to use sound blending, picture and context strategies to successfully read the story that is the focus of the lesson.

Reading Roots/ Lee Conmigo is a K-1 beginning reading program.

Auditory Discrimination and Sound

Blending/Discernimiento Auditivo y

Combinaciones de Sonidos - These activities were developed to help students hear the separate sounds in words and develop sound blending skills as strategies to aid them in word recognition.

BookEnds/Puentes - BookEnds includes the beginning and ending components of the Reading Roots lesson. BookEnds nurtures the love of reading, builds vocabulary, develops and stimulates oral language, writing and cognitive development, teaches comprehension strategies, reinforces basic skills and fosters social skills. BookEnds is the component of the Success for All program that includes Story Telling and Retelling (STaR) and Language Links (LL). BookEnds and Puentes (the companion to Lee Conmigo) both use a 3-day lesson format, which links the story comprehension process with oral language and writing activities based on the themes of Shared Stories. The lessons provide many examples of strategies such as thinking aloud and modeling emergent writing. The partner and small-group activities provide students with ample opportunities to practice their emerging oral and written language skills.

Break-It-Down/Dilo-por-Partes - Letter Game in which students practice auditory sound segmentation. Students listen to a word and are prompted to say it one sound at a time.

Celebration/Celebración - Each day several students are called upon to read familiar parts of a story while the rest of their class provides encouragement. This allows students to practice reading skills and celebrate their achievement.

Choral Response Games/Juegos de Respuesta en Coro - Students respond as a whole to questions presented during direct instruction.

Cooperative Learning/Aprendizaje Cooperativo -

Cooperative Learning is a structural component of Success for All that teaches children how to work together at all grade levels. Students routinely work in pairs or groups to achieve academic objectives. Peer practice routines reinforce and build mastery of basic skills, and partner activities increase active thinking time.

Success for All Cooperative Learning Standards are:
Practice Active Listening/Saber escuchar a otros
Help encourage each other/Ayudarse y animarse unos a otros

Everyone participate/Hacer que todos participen
Explain your ideas, tell why/Explicar ideas; decir por qué
Complete tasks/Completar tareas

Guided Group Reading/Lectura Guiada en Grupo

Students learn how to use context to unlock meaning of story words by analyzing sentences. Teacher models the use of context clues, expressive reading and the use of reading strategies.

Hearing the Sound/Escuchando el Sonido - Letter Presentation in which each new sound is introduced through a Tongue Twister and a message from Alphie.

Introducing Objects and Pictures/Presentación de

Dibujos y Objetos - Letter Presentation of a new sound by a set of objects or pictures that begin with the sound being taught are presented.

Introducing the Shape/Presentación de la Forma - Students, after practice in hearing separate sounds, are introduced to a new letter shape that identifies the sound.

Letter Formation Review/Repaso de la Formación de la Letra - Daily practice of sound and letter recognition, and the formation of known letters by using cue phrases. This provides the practice needed to assist students in making an automatic association between letter formation and its name and sound.

Letter Games/Juegos de las Sílabas - A variety of activities and games are used to focus on the letter sound being taught.

Letter Presentation/Actividades de la Letra - Roots activities that are used to present the letter's name and sound.

Making the Sound/Haciendo el Sonido - Students explore the shape of the mouth while producing a sound. Focusing on the shape of the mouth gives students another cue to help them hear and see the separate sounds.

Matching Games/Juegos de Combinaciones - Letter Game that provides practice in sound/letter matching auditory discrimination.

Partner Reading/Lectura con Compañeros - Students reread the story with a partner and discuss and answer several comprehension questions. Students should assist each other and practice *Thinking About Reading* strategies.

Practicing the Shape/Practicando la Forma - The shape of the letter is practiced using several multi-sensory routines.

Quick Erase/Borrado Rápido - This story activity gives students an opportunity for a fun, fast-paced drill of letters and sounds by changing one letter of a word at a time to create a new one, i.e., Tad becomes mad. It introduces the student to word families that will assist in recognition of words through association.

Reading Rehearsal/Ensayo de Lectura - Students read from a familiar story either in pairs or in a whole class choral reading. This allows students to master reading through repeated practice; to learn words in context; and to master the flow of phrasing of reading necessary to comprehend.

Say-It-Fast/Dilo-Rápido - In this Letter Game the teacher says a word one sound at a time, then students Say-It-Fast. The objective is to sharpen auditory awareness while helping students develop the ability to synthesize sounds they hear into meaningful words.

Say-Spell-Say/Di-Deletrea-Di - Students say the word, spell the word, and say the word again. This repetitious procedure aids in the memorization of sight words.

Setting the Stage/Estableciendo el Escenario - Introduces the story by activating background knowledge, previewing the story by discussing the cover illustration, asking predictive questions, and reading the story to the children to motivate them to learn the new sound and letter. The following activities are used to present the story in each lesson:

Introduction/Introducción - Students are introduced to the story

Background Questions/Preguntas de Conocimiento Previo - Students respond to background questions that encourage them to bring meaning to what they are about to read by relating to their own experiences.

Predictive Questions/Preguntas de Predicción - Students respond to predictive questions. This helps motivate them to find out what happens in the story.

Teacher Script/Guión del Maestro- The teacher script contains questions and comments about the story that is read to the class.

Shared Stories/Cuentos Compartidos - Students read complex, engaging and interesting stories initially supported by teacher sections that provide context and meaning for the story as well as

predictive questions. As students' reading skills and strategies increase they take more responsibility for their reading.

Shared Treasure/Tesoro Compartido - Partner activities that allow for practice and feedback on reading. These activities allow for giving and receiving explanations as well as for oral reading. These activities focus on word reading, sentence reading and story comprehension.

Showtime/Exposición - Showtime reinforces the concept of real reading with Reading Review and Letter Formation Review. This allows students to demonstrate their ability to read successfully.

Sound, Letter, and Word Development Activities/Actividades para el Desarrollo del Sonido, de la Letra, de la Sílabas y de la Palabra - These activities focus on teaching students to discriminate sounds in language and to know the shapes of the letters and sounds they represent.

Spelling/Deletrear- Students learn the correct spelling of words after saying and reading them. Spelling activities build in complexity and use more written activities as students' skills increase. Provides practice in complex processes, which involve integration of auditory discrimination, auditory memory, sequencing, and visual memory.

Story Activities/Actividades del Cuento - Students practice decoding and encoding words in the context of a story. This is the most important lesson component, introducing the concepts that reading is "talk written down," that letters represent sounds, and that sounds make words. Story Activities present opportunities for students to establish key strategies for reading on an ongoing basis including: understanding the purpose for reading; previewing to prepare for reading; monitoring for meaning; summarizing or retelling of the main ideas or events of a story.

Stretch and Count/Aplaudes y Cuenta - The concept of auditory sound/symbol correspondence is introduced. Students learn to stretch simple words into their component sounds and to make a count of the number of sounds in a word.

Stretch and Spell/Aplaudes y Deletrea - This lesson segment develops the concept of spelling and using sounds to assist in spelling.

Stretch and Read/Parar y Leer - Story activity in which students are presented words used in the story

and learn that saying the sounds for letters in order (left to right) produces real words.

Stretch, Trace, and Write/Aplaudir, Trazar y Escribir - This lesson segment continues the concept of spelling by repeatedly allowing the students to spell words with visual support, then support decreases until students are able to spell on their own.

Students' Words/Palabras Propuestas por los Alumnos - Letter Game in which students think of words that begin with the sound being taught. They connect sound concept with their own learning experience.

Story-Related Writing/Escritura Relacionada con el Cuento - Partner activities that allow for practice and feedback on writing. These activities allow for giving and receiving explanations as well as for writing with feedback. These activities focus on letter writing, word writing, and creative writing in response to a prompt that is related to the story.

Teacher/Student Reading/Lectura con el Maestro - A story is read to the class and students read along. Metacognitive strategies are reviewed.

Think-Pair-Share/Piensen-Únanse-Compartan - This is a cooperative learning activity that ensures whole class participation in the lesson. First, students think on their own. Next, they pair with a partner to discuss each other's answers. Lastly, they share thoughts with the class.

Thinking About Reading/Pensando en la Lectura - Students are taught and modeled the following metacognitive strategies to help them monitor and improve their comprehension: understanding the purpose for reading, previewing, summarizing, and self-monitoring for meaning. Thinking About Reading focuses on students' comprehension. The Thinking About Reading strategies impart crucial processes to the early reader. This is a foundational component to the program and higher-order concepts are introduced gradually and beginning level skills are reinforced on an ongoing basis. By the end of a Roots school year, students have been immersed in these strategies and begin to instinctively rely upon them for better comprehension and fluency.

Strategy Presentation/Presentar la Estrategia - Students are presented with an explanation of the metacognitive strategy and are given time to discuss the strategy and its goal.

Strategy Modeling/Mostrar la Estrategia - The teacher uses a "Think Aloud" procedure to model the strategy in the context of reading the story.

Practicing the Strategy/Practicar la Estrategia - Students work with a partner and describe how and why they are implementing the strategy.

Integrating Strategies with the Lesson/Integración de estrategias en la lección - The use of strategies will be integrated throughout all Roots lessons since they are an essential part of being a successful reader.

Two-Picture Game/Juego de Dos Dibujos - Students practice hearing a new sound through the use of pictures. This letter presentation game develops the skills of hearing a specific sound in a meaningful word and separating it from other sounds in the word.

Word Wall/Pared de Palabras - A Word Wall provides a review of previously practiced words.

Writing From the Heart - Writing From the Heart is the first- and second-grade writing program which builds on student's emerging writing skills with meaningful activities that motivate and help develop writing fluency. Second-graders are instructed in the writing process: planning, drafting, sharing, responding, revising, editing and publishing.

Yes-No Game (Auditory)/Juego de Sí-No (Auditivo) - Letter Game that provides student practice for separating sounds within real words. Students listen and repeat a word and identify the key letter.

Yes-No Game (Visual)/Juego de Sí-No (Visual) - Letter Game that provides student practice for separating sounds within real words. Students identify and name a picture and determine if it contains specific letters or letter combination.

Reading Wings/ Alas para Leer is a 2nd – 6th grade reading program.

Additional Skills Instruction/Enseñanza de Habilidades Adicionales - Focused instruction on Reading Comprehension objectives that are implemented at least twice a week during the Book Club session of Reading Wings instruction. Additional skills can target objectives from district and state standardized tests that may not be covered in another component of SFA. Informal assessments can also provide diagnostic information about particular skills for which students need additional instruction or review.

Adventures in Writing/Aventuras con la Escritura - Students write an extended, open-ended response to a story. They receive instruction on specific writing skills such as writing descriptions or how to write good leads and apply it to their writing. This writing component uses a process approach to writing. The teacher and teammates provide feedback during the writing, revising, and editing process. Students use peer-editing forms emphasizing both the content of the composition and its grammatical and mechanical correctness. Peer editing forms begin very simply, but as students master successive skills the forms are made increasingly complex.

Assessments/Evaluaciones - At the end of approximately three class periods, students are tested by the teacher on story comprehension, writing Meaningful Sentences, and oral reading of the word mastery list. Students are not permitted to help one another on tests. Test scores and evaluations of the story-related writing are major components of students' weekly team scores.

Book Club Activities/Actividades del Club de Libros - Book Club Activities provide the opportunity for students to share their independent reading experiences with the class, and present oral language reports. Teachers can plan specific Book Club Activities that focus on certain types of texts and genres or target specific reading strategies and objectives from district and state standards that are not incorporated in other Reading Wings components. A variety of activities may be planned to allow students to report on and discuss books with one another.

Graphic Organizers/Organizadores Gráficos - Students use a variety of graphic organizers to enhance their comprehension of both narrative and expository texts. Story mapping is a valuable strategy for organizing elements of a narrative in order to

understand how they work together. Building an idea web is one way to organize the main and supporting ideas of expository texts.

Listening Comprehension/Comprensión Auditiva - Each day, the reading class begins by spending fifteen to twenty minutes on a Listening Comprehension lesson. Through structured story discussions, students learn to apply the basic elements of story structure to enhance their comprehension. The teacher also models techniques and strategies students should use while reading independently.

Meaningful Sentences/Oraciones Significativas - Students build vocabulary skills by paraphrasing word definitions and writing Meaningful Sentences for vocabulary words. Students share their sentences with partners and are ultimately tested on their vocabulary skills. Some of the vocabulary words are identified for extensive vocabulary development activities.

Partner Reading/Lectura con Compañeros - Partner Reading gives students a great deal of oral reading practice and enables the teacher to assess students' fluency. Partners take turns reading the story aloud and the listener follows along correcting any errors. Students are given daily expectations as to the activities to be completed, but can proceed at their own rates and complete activities earlier, creating additional time for independent reading.

Read and Respond/Leer y Responder - Students are expected to read for twenty minutes each night, Monday through Thursday, and to write a brief response to what they have read.

Reading Comprehension Lesson/Lección de Comprensión de la Lectura - Students receive direct instruction in reading comprehension skills using a step-by-step curriculum designed for this purpose. Students complete follow-up practice in specific reading comprehension skills such as identifying main ideas, drawing conclusions, and making inferences.

Reading Together/Lectura Compartida - Students participate in a variety of story related activities. Reading Together reinforces the concept that real reading is what reading class is all about. Students read familiar stories during Reading Rehearsal, then practice known words and review sounds and letters during Letter Formation Review. Students use novels or their regular basal readers as an anthology of stories. These chapters or stories are introduced and discussed in a teacher-led group. Teachers set a

purpose for the reading, introduce new vocabulary, review old vocabulary, discuss the story after students have read it, and so on while monitoring student progress with informal assessments. Presentation methods for each segment of the lesson are structured. For example, teachers are taught to use a vocabulary presentation procedure that requires a demonstration of understanding of word meaning by each individual, a review of methods of word attack, and rapid repetitive oral reading of vocabulary to achieve fluency. The vocabulary is used along with the title of the story to help set the context. Prior to reading, the teacher and students discuss predictions of what the story might be about. After reading the story, the discussion emphasizes identifying the problem, predicting how the problem might be solved, and describing how characters changed as a result of their experiences. Students are given a series of cognitively engaging activities to do in their teams. These activities, called Treasure Hunts, replace traditional workbook and worksheet activities.

Story Retell/Recapitular el Cuento - After reading the story and discussing it in the teaching group, students summarize the main points of the story to their partners. This is an effective means of enhancing comprehension and retention of the material.

Sustained Silent Reading/Lectura Prolongada en Silencio - Students read selected literature of choice at least once a week for 15 minutes of Wings instruction. This allows them to continue to practice reading strategies, build fluency and comprehension.

Teacher-Directed Lesson/Lección Dirigida por el Maestro - The teacher sets a purpose for reading, introduces/reviews vocabulary, models appropriate strategies and leads a discussion of the story after students have completed each section.

Treasure Hunts/Búsqueda de Tesoros - Cognitively engaging follow-up activities that replace traditional workbooks. Partners discuss story questions and predictions, then write answers and responses individually. Students are given questions related to each narrative story emphasizing the story grammar. Halfway through the story, they are instructed to stop reading and to identify and describe the characters, the setting, and the problem in the story, and to predict how the problem might be resolved. At the end of the story, students respond to the story as a whole. They describe attempted solutions to the problem and their result, the final resolution of the problem, and ways characters may have changed as a result of their experiences in the

story. Students are also given an open-ended writing prompt on a topic related to the story.

Two-Minute Edit/Revisión en Dos Minutos - The class spends two minutes editing a sentence or short paragraph selected by the teacher that focuses on grammar/mechanics objectives in writing.

Words Out Loud Practice/Word Mastery List/Práctica de Palabras en Voz Alta/Vocabulario Relevante - Students practice word lists with partners or other teammates until the words can be read smoothly. This activity is designed to help students gain automaticity in decoding critical words. Students are tested on these words. Students are given a list of new or difficult words used in the story, which they have to be able to read correctly in any order without hesitating or stumbling.

Writing From the Heart - Writing From the Heart is the first- and second-grade writing program which builds on student's emerging writing skills with meaningful activities that motivate and help develop writing fluency. Second-graders are instructed in the writing process: planning, drafting, sharing, responding, revising, editing and publishing.

actual information, writing poetry, persuading, writing academic information in reports and essays.

Writing Wings is a writing program for grades 3-6. Writing Wings includes 5 stages of writing that teach students specific strategies and skills to help them develop and improve their writing technique, style, grammar and mechanics while integrating the instruction of writing with the writing process.

Drafting (WW) - Students get their ideas on paper but are not overly concerned with the mechanics of writing. The goal is for students to express their ideas in draft form.

Editing (WW) - Students check to see if spelling, punctuation, and mechanics are correct. Editing checklists are provided to guide their writing.

Language Mechanics: Grammar, Mechanics, Composition Lesson (WW) These teacher-directed lessons provide instruction and practice on language expression, usage and mechanics skills. After ample team practice and review these lessons are followed by a test students complete independently.

Prewriting (WW) - Students plan what they are going to write. They think about a topic, decide on an audience and their purpose for writing. They may use skeleton planning forms or other graphic organizers to outline the main points and supporting details that they want to include in their writing.

Publication (WW) - Students publish their work and celebrate writing successes.

Responding and Revising (WW) - Students review and correct the content of their paper. Students work with teammates and ask questions about each other's writing and provide feedback that will make their writing clearer, more organized and interesting.

Volume I (WW) - Students are introduced to the writing process and the basics of descriptive writing "Mind Movies." This volume provides the foundation in writing, gives them the basic skills, and teaches students to work cooperatively with their peers as they write.

Volume II (WW) - This volume of Writing Wings covers writing for different purposes including; telling a story, expressing personal ideas, explaining

Curiosity Corner - is our preschool program that provides three-and four-year olds with challenging language development and literacy-focused activities. The program consists of 38 thematic units organized into global monthly themes. Each unit features active, integrated experiences that enhance children's language and literacy, and their cognitive, mathematical, social, personal, creative, and physical development.

KinderCorner - is a new kindergarten program that will be available in the 2002-2003 school year. KinderCorner is an integrated curriculum that builds on the Curiosity Corner preschool program and contains elements of the existing Early Learning and KinderRoots programs.

MathWings, our mathematics program for kindergarten through grade five, balances concept and skill development with a teamwork approach to solving real-world problems. The MathWings program is based on the National Council of Teachers of Mathematics (NCTM) standards and enables students to build concepts and skills that are addressed in national and state mathematics standards and assessments.

Middle School (Pilot) Project (MS) – The Success for All Middle School Project is a model of middle school reform based on Success for All (SFA) and Roots & Wings. The goals of the Middle School Project are to create a positive school environment built around small learning communities; to promote literacy for all children; and to engage both teachers and students in a demanding, standards-based curriculum. The program's three focal content areas are Reading, Science, and Humanities, which consists of Social Studies and Language Arts. Cooperative Learning is an integral part of the Middle School Project.

WorldLab is a thematic science and social studies program that enables students to use their reading and writing skills while developing strategies to learn more about the world around them. It offers frequent opportunities for students to read books providing factual information, as well as maps, charts and graphs. The WorldLab program promotes an understanding of the interdependence of economic, political, biological and physical systems.



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