

P-6 Reading Grade Level Agreements 2004

Based on the Alignment of
Curriculum, Instruction and Assessment
and the Washington State
Grade Level Expectations for Reading

Agreements reached by Kindergarten Grade on 06/08/04

Kindergarten Green W's

1.1.1	2.1.5
1.1.2	2.2.1
1.1.3	2.2.2
1.3.1	2.2.3
1.3.2	2.3.1
1.4.1	2.4.1

Kindergarten Yellow W's

1.2.1
2.1.1
2.1.2
2.1.3

Each grade level was able to look at the GLE's for the grade below them and to determine the level of proficiency for incoming students. Since the students come from many types of preparation, ranging from home to neighborhood pre-school to the Shoreline Children's Center, we don't have a standard with which we are able to hold student and parents accountable. We can, however, identify the skills that many Kindergarten students do not have when they enter our doors, that are essential for success in Kindergarten. Here are the groups suggestions:

- Attention span
- Fine motor skills
- Use of language and vocabulary
- Writing name and recognition of it
- Some alphabet recognition
- Colors and shapes
- Taking turns sharing
- Experience with other children at own age
- Lack of early intervention for social and emotional skills
- Respect for authority, adult leadership and self
- Weight bearing activities
- Use of scissors, crayon, pencil, etc.
- Ability to use a computer mouse
- Basic listening skills
- Large motor skills
- Basic counting
- Basic bathroom skills

The following agreements were made to support Kindergarten level instruction:

1. Purchase the book Reading with Meaning by Debbie Miller, for each Kindergarten teacher that does not have it and provide professional development during the 2004-2005 school year.
2. Provide time to work on Reading and Math Assessments for Report Cards during half of the District Inservice Day in August.
3. Kindergarten teachers will purchase materials to support phonics instruction but the decision regarding which materials will be purchased will be made in the fall after they have had some time during the August Inservice Day. They will inventory their current materials and bring material that they are using to share with the other Kindergarten teachers. After this sharing time, teachers will come to an agreement as to which materials they will purchase.
4. All Kindergarten and Title I Teachers will get the newest edition of DIBELS in color, for use in the fall.

KINDERGARTEN – SELECTED FOCUS GRADE LEVEL EXPECTATIONS

GLE'S WITH W'S IN YELLOW	MATERIALS	STRATEGIES	ASSESSMENTS	NEEDS FOR MATERIALS AND PROFESSIONAL DEVELOPMENT
1.2.1 Understanding how to use resources to learn new word meanings	Pictionaries, sight word charts/books, Alphabet Cards, Foss Science Kits and Books, computer (print an image of an animal to connect to a story).	Modeling and think alouds using different resources (CORE), Librarian as a resource	Teacher observation	Materials: Pictionaries Professional Development:
2.1.1 Understand how to ask questions about text	CORE 15.12, 15.4, 16.9, 16.14, 17.02, 17.16, “Who, What When.” <u>Strategies that work</u> by Stephanie Harvey, Literacy Place Scope and Sequence for questioning strategies, Questioning poser for classroom.	Modeling, think alouds, asking questions in table groups, Reading Buddies (teach student s how to ask questions then have them model it with their reading buddies).	Teacher observation	Materials: <u>Reading with Meaning</u> by Debbie Miller, <u>Strategies that Work</u> , by Stephanie Harvey Professional Development: Debbie Miller as presenter Time as a grade level
2.1.2 Understand how to create mental imagery	Scholastic <u>Phonics Fun</u> consumable workbook, Foss Science, Flannel Board, Puppets	Teacher prompting and teacher encouragement, “Storytelling” Flannel Board Story Activities, Puppet theater	Scholastic <u>Phonics Fun</u> Assessments, Flannel Board Retelling, Performance Based Assessments, Teacher Observation	Materials: Scholastic <u>Phonics Fun</u> Professional Story Teller/workshop Field Trip to Children’s Theater Professional Development:
2.1.3 Understand that some parts of the texts are more important than others	Literacy Place (It is not very explicit about teaching these skills), Books from Literacy Place Collection, <u>Strategies that work</u> by Stephanie Harvey - Chapter 9, CORE (it didn’t totally target this GLE)	<u>Strategies that Work</u> , What If questions (What if Goldilocks was a boy?), Comparing different versions of the same story	Teacher observation, Multiple choice tests that students answer orally	Materials: Copies of different versions of classic stories. Example <u>Three Little Pigs</u> , Stephen Kellogg, <u>Three Javalinas</u> by Susan Lowell, <u>The True Story of the Three Little Pigs</u> by John Scieszka, <u>The three Little Hawaiian Pigs and the Magic Shark</u> by Donivee M. Liard, the <u>Three Little Wolves & the Big Bad Pig</u> by Eugene Trivizas, www.pitt.edu/~dash/type0124.html, <u>Strategies that work</u> by Stephanie Harvey Professional Development:

Agreements reached by 1st Grade on 06/03/04

Kindergarten Green W's

1.1.1	2.1.3
1.1.3	2.2.1
1.3.1	2.3.2
1.3.2	2.4.1
1.4.1	2.4.2

Kindergarten Yellow W's

1.1.2*	2.1.1
1.1.4*	2.1.2
1.2.1	2.1.3
1.2.2	2.1.4
1.3.2	2.1.5*
1.4.1*	2.2.2
	2.2.3*

1st Grade Green W's

1.1.1	2.1.2
1.1.3	2.2.1
1.2.1	2.2.3
1.3.1	2.2.4
1.3.2	2.3.1
1.4.1	2.3.2
	2.4.1
	2.4.2

1st Grade Yellow W's

1.1.2	2.1.1*
1.1.4	2.1.3**
1.2.2*	2.1.4
1.4.2*	2.1.5*
	2.2.2

The following agreements were made to support 1st grade level instruction:

1. Explicit, systematic phonic/phonemic awareness program and professional development for K-1 and Resource and title (Lindamood-Bell, Linguistic Remedies)
2. Time to do this work via grade level meetings, sharing opportunities, planning and visiting other sites.
3. Additional set of the DRA because they are to be shared and some need replacing from years of use.
4. August District Day – 3 hours to create what your literacy program looks like and some processing time.

1ST GRADE – SELECTED FOCUS GRADE LEVEL EXPECTATIONS

GLE'S WITH W'S IN YELLOW	MATERIALS	STRATEGIES	ASSESSMENTS	NEEDS FOR MATERIALS AND PROFESSIONAL DEVELOPMENT
1.2.2 Apply vocabulary strategies in grade level text.	Literacy Place – some lessons and practice books (there are no lessons for est, ing, er) Guided Reading, Phonics Readers, <u>McCracken Spelling Through Phonics</u> , Wright Group, Literacy Place Spelling, Math Stories for er, est.	Modeling through read alouds, Use base spelling words and adding prefixes and suffixes and then writing them in sentences.	Self-Assessment Tool, DRA, Teacher observation	Materials: Professional Development: Training on McCracken Spelling and/or Wright Group Materials, CORE – Model lessons
1.3.1 Understand and apply new vocabulary	Literacy Place – Extend vocabulary, Focus on Language & Story Words, Foss Science Kits, Math-vocabulary Section, Read Alouds, Making Words by Patricia Cunningham, First Steps Word Choice, CORE chapter 14.	Word walls, listen to a boring story and revise it. Bulletin board of “tired words (Classroom thesaurus) adding new words to high frequency words, “word of the day” and the number of times used appropriately during the day, communicate to parents the importance of the vocabulary and ways they can help at home.	Critchlow, Word counting, Anecdotal observations	Materials: <u>Words Their Way</u> by Bear, <u>Making Words</u> by Pat Cunningham Professional Development: Professional development for developing written vocabulary
1.4.2 Apply fluency to enhance comprehension	Literacy Place Stories, Guided Reading Books, Phonics Readers, Trade books, Accelerated Reader, Decodable Readers, Phonics chapter Books	Semantic Webs of vocabulary – CORE 14.24, “Beep” strategies, partner, buddy and paired reading, readers’ theater, choral reading, repeated reading, matching books to students’ independent levels.	Analytic Reading Inventory (ARI) Fluency Timing chart (CORE 11.24)	Materials: Reading materials below level for independent reading (High Frequency Readers by Scholastic –K) Decodable Book Blackline Masters, Phonics Through Poetry K & 1 Professional Development:
2.1.3 Understand how to determine important or main ideas and important details in text.	Literacy Place- all units have at least one story and a practice page, Kidspiration, CORE 17.4-17.23 (theme), 18.14-18.16 & 16.7-16.8 (Main idea) which can be adapted for 1 st grade, Foss Science, Four Square Writing	Literacy Place story maps, Kidspiration, Writer’s Workshop Min-lessons. CORE Chapter 19-teaching strategies for expository test, 17.10 QAR for narrative text and 17.20 Comprehension strategies for narrative text.	Literacy Place Assessment Kit – Unit and end of year tests, Kidspiration, Practice Book Pages, Informal measures	Materials: Four Square Writing, <u>Reading For Meaning</u> by Debbie Miller, Lindamood-Bell, <u>Strategies that Work</u> by Stephanie Harvey, <u>Words Their Way</u> by Bear Professional Development: Time together for planning & peer coaching, training on peer coaching and training in Lindamood-Bell.

Agreements reached by 2nd Grade on 06/02/04

1st Grade Green W's

1.1.4
1.2.1
1.4.1

1st Grade Yellow W's

1.3.1
1.3.2
1.4.2

2nd Grade Green W's

1.3.2 2.2.1
1.4.1 2.2.3
1.4.2 2.4.1
2.1.4 2.4.3
2.1.5

2nd Grade Yellow W's

1.1.4 2.1.7
1.2.1 2.2.4
1.3.1 2.3.3

The following agreements were made to support 2nd grade level instruction:

1. Material for Social Studies (Community) at reading level.
2. More expository texts.
3. Professional Development on Summarizing (summary vs. retelling)
4. Time to meet to share what literacy time looks like in your building (how to use Literacy Place efficiently and effectively.)
5. Phonics Chapter books – Minimum of 6 copies per book.
6. Dictionaries and/or Thesauruses that are appropriate for 2nd grade students.

2ND GRADE – SELECTED FOCUS GRADE LEVEL EXPECTATIONS

GLE'S WITH W'S IN YELLOW	MATERIALS	STRATEGIES	ASSESSMENTS	NEEDS FOR MATERIALS AND PROFESSIONAL DEVELOPMENT
1.1.4 Apply understanding of phonics	CORE Sourcebook, Literacy Place – Scope and Sequence/Correlation to GLE's, McCracken Spelling, <u>Making Words and Making big Words</u> by Pat Cunningham, McDougall-Littell Spelling, Teacher made materials, Phonics Chapter Books (Scholastic), <u>Seeing Stars</u> (Lindamood-Bell), Phonics Kit, (Wright Group), <u>Phonics Through Poetry, Month by Month Phonics</u> by Pat Cunningham	CORE 10.2-10.5, Literacy Place, Pat Cunningham books listed, Lindamood-Bell (Seeing Stars), Phonics Through Poetry by Babs Bel Hajdusiewicz and Published by Goodyear, Wright Group Phonics Box	CORE Phonics Survey, Guided Reading Anecdotal Records	Materials: Phonics chapter books, phonics readers 32-72, Phonics Through Poetry Professional Development: CORE Training
1.2.1 Understand how to use resources to learn new word meanings	LP Vocabulary words tied to glossary in back of student text, Foss Science Nonfiction books, Dictionaries	Dictionary Time – Stand Alone Activity, Reference Skills with dictionary exploration.	Performance Based Assessments, Game (for the context of engagement), Create student dictionaries	Materials: Dictionaries appropriate for 2 nd grade student, guided Reading books in nonfiction. Professional Development:
1.3.1 Understand and apply new vocabulary	LP Practice books and Transparencies, TE-Vocabulary sections, Foss Science Books, Social Studies Material, CORE 2.22, Scholastic News, Word Wheels, School Grammar Resource Book, Teacher Made Materials, Word Walls	CORE Sourcebook – Section 6 Chapters 14 & 15, Social Studies TE Vocabulary Development Strategies	Literacy Place end of Story Tests, Unit Tests- Beginning, Middle and End, Critchlow (CORE vocabulary assessment) Performance Based Assessments from Foss.	Materials: Dictionaries and Thesauruses, A list of words students need to know by the end of 2 nd grade, Word a day activities such as “Word Bird.” Professional Development:
2.1.7 Apply comprehension monitoring strategies during, and after reading: summarizing informational/exposi tory text and literary /narrative text.	Literacy Place 2000 Two Stories: Ducky PV T27, Enormous Carrot T54-55 (lacking explicit instruction of materials to explicitly teach summarizing) CORE: 18.6-18.7, Index, 16.7-16.8, Audio tapes for Literacy Place include a summary.	Audio tapes, Literacy Place examples in stories, Use highlighters in Scholastic magazine, Blackline Masters to accompany each story, Webs and Story Mapping	Unit tests (there are three questions in the whole text), Story Webs, Kidspiration	Materials: <u>Reading With Meaning</u> by Debbie Miller, Expository Texts Professional Development: Class in explicit instruction in writing a summary

2ND GRADE – SELECTED FOCUS GRADE LEVEL EXPECTATIONS (CONTINUED)

GLE'S WITH W'S IN YELLOW	MATERIALS	STRATEGIES	ASSESSMENTS	NEEDS FOR MATERIALS AND PROFESSIONAL DEVELOPMENT
<p>2.2.4 Understand simple organizational structures of text</p>	<p>Literacy Place, CORE 18.25 & 18.29 <u>Strategies that Work</u> by Stephanie Harvey, (Specifically Chapter 9 on the features on nonfiction), Foss Science, Scholastic News</p>	<p><u>Reading with Meaning</u> by Debbie Miller, Shared Reading with a variety of text forms.</p>	<p>Literacy Place Selections Tests (only 2 stories tested on sequencing), Kidspiration</p>	<p>Materials: <u>Reading With Meaning</u> by Debbie Miller, Expository Texts at, and below, grade level, Graphic Organizers, Subscriptions to Scholastic news so students can highlight and take them home, A variety of text forms (Maureen Cline suggested that the SRA books by Margaret Mooney are specifically designed to target different text forms and list these in the Teachers manual These books may be available in your Title I classrooms.)</p> <p>Professional Development:</p>
<p>2.3.3 Understand literary/narrative devices</p>	<p>Literacy Place (two stories) Marty and the Mango and Ducky, Poetry, <u>All The Places to Love</u>, <u>Nate the Great and the Halloween Hunt</u>, Dr. Seuss Books, <u>Mr. Brown Can Moo?</u>, <u>Can You?</u></p>	<p><u>NEED!</u></p>	<p>Student Writing, Performance Based Assessments.</p>	<p>Materials: More Poetry resources for simile and alliteration.</p> <p>Professional Development:</p>

Agreements reached by 3rd Grade on 05/25/04

2nd Grade Green W's

2.2.1
2.2.2
2.2.3
2.4.1

2nd Grade Yellow W's

2.1.3
2.1.7
2.3.1
2.3.3

3rd Grade Green W's

2.2.1
2.4.1
2.2.4

3rd Grade Yellow W's

2.1.3
2.1.7
2.3.1

The following agreements were made to support 3rd grade level instruction:

1. TIME

- For personal reflection and work
- To share as a grade level
- To share with building colleagues

2. RESOURCES

- Readers Handbook (Great Source)
- Foss Science Books and the nonfiction books that go with them
- Nonfiction books (National Geographic, Rigby etc.)
- Class subscriptions to Great body Shop
- Pair-It Books at various levels (Steck-Vaughn)
- Games to reinforce the teaching of literacy devices

3. PROFESSIONAL DEVELOPMENT

- Strategies That Work Training
- Literacy Place and first Steps Training for new teachers and refreshers course for seasoned teachers
- Foldables Training
- TDC workshop to compile an item bank of WASL-like questions that support stories in Literacy Place, Foss Science Books, Social Studies Text and Health material.

3RD GRADE – SELECTED FOCUS GRADE LEVEL EXPECTATIONS

GLE'S WITH W'S IN YELLOW	MATERIALS	STRATEGIES	ASSESSMENTS	NEEDS FOR MATERIALS AND PROFESSIONAL DEVELOPMENT
<p>2.1.3 Apply comprehension monitoring strategies before, during and after reading: determine importance using theme, main ideas and supporting details in information/expository text and literary/narrative text</p>	<p>Literacy Place 2000 – Units 2 & 6</p>	<p>First Steps Reading, Literacy Place, Sample WASL Questions <u>Strategies That Work</u> by Stephanie Harvey, Literacy Place Practice Book, “Time for Kids,” Literacy Place Transparencies</p>	<p>Literacy Place Selections Quizzes, Response Logs & Essays, McLeod, DRA, Literacy Place Practice Book on Page 130, Literacy Place Unit Tests</p>	<p>Materials: Reader’s Handbook, more nonfiction books, Class sets of Foss Science books, WASL released items and anchor papers</p> <p>Professional Development: Develop and share WASL-like questions with an accompanying rubric to support stories in Literacy Place</p>
<p>2.1.7 Apply comprehension monitoring strategies during and after reading: summarize grade level information/expository text and literary/narrative text</p>	<p>Literacy Place 2000 – Unit 2 p. 266 & 267, Unit 5 p. 200-201, CORE Sourcebook, “Time for Kids,” <u>Strategies That Work</u>, Guided Reading, Read Alouds</p>	<p>Scaffolding Worksheet from <u>Reading in Social Studies, Science and Math</u> by Laura Robb, CORE Sourcebook, Literacy Place 2000 (4 areas) Kidspiration and Inspiration</p>	<p>Literacy Place – Units 5 & 6, Unit Tests, Selection Quizzes, Comprehension Questions, Inspiration, DRA, <u>Revisit, Reflect and Retell</u> by Linda Hoyt</p>	<p>Materials: Reader’s Handbook</p> <p>Professional Development: Training in Literacy Place and First Steps for new teachers or those who want a refresher course. Strategies That Work Training, TDC opportunities for teachers to create standards for summarization & theme and training for the explicit and systematic teaching of these skills. ** Time for reflection and sharing.</p>

3RD GRADE – SELECTED FOCUS GRADE LEVEL EXPECTATIONS (CONTINUED)

GLE'S WITH W'S IN YELLOW	MATERIALS	STRATEGIES	ASSESSMENTS	NEEDS FOR MATERIALS AND PROFESSIONAL DEVELOPMENT
<p>2.3.1 Understand and analyze the relationship between and among informational /expository text and literary /narrative text.</p>	<p>Literacy Place 2000 – Every story has 2 components but they don't <u>explicitly</u> teach it. 6 Units with theme but relationships are implied but on a very literal level. Literacy Place Practice Book has implied skills. Some units have direct teaching lessons for compare and contrast but each story has opportunities to discuss.</p>	<p>Strategies that Work p. 149, Literacy Place Teacher's Edition and Practice Book, <u>Reading with Meaning</u> by Debbie Miller, Librarian Support, Inspiration, Reader's Handbook.</p>	<p>Unit Tests, DRA, Inspiration</p>	<p>Materials: <u>Reading with Meaning</u> by Debbie Miller, <u>Reader's Handbook</u> (Great Source), Class Sets of Foss Science Books and the nonfiction books that go with them, <u>Pair-it Books</u> (Steck-Vaughn)</p> <p>Professional Development:</p>
<p>2.3.3 Understand literary/narrative devices</p>	<p>Literacy Place for similes, metaphors and onomatopoeia (but not for alliteration) <u>Write Source Handbooks</u>, <u>Language for Daily Use</u> (HBJ), Trade books by Ruth Heller, Shoreline Cursive Manual, Poetry books, <u>Reader's Handbook</u></p>	<p>Poetry books, Literary place – metaphors and onomatopoeia are limited, Librarian support, BBC, Yahoo!Ligan's</p>	<p>Literacy Place Unit Tests, Teacher made tests, Teacher Observations and Student Writing.</p>	<p>Materials: Reader's handbook, Teacher shared Resources, Games (such as Frog games), Poetry books</p> <p>Professional Development: Time for reflection and sharing at grade level.</p>

Agreements reached by 4th Grade on 05/11/04

3rd Grade Green W's

2.2.1
2.4.1
2.2.3

3rd Grade Yellow W's

2.1.3
2.1.7
2.3.1

4th Grade Green W's

2.2.1
2.2.2
2.4.5

4th Grade Yellow W's

2.1.3
2.1.7
2.3.3
2.3.1

The following agreements were made to support 4th grade level instruction:

1. Time for grade level sharing.
2. Want to see more alignment between the report card and the GLE's, but due to time constraints, they have elected to leave the report card the way it is, but have a document written that shows how the strands fit the Grade Level Expectation.
3. The Washington Adventure book is officially the 4th grade social studies text and the Marilyn Simpson texts are supplemental.
4. More support for since to prepare for 5th grade WASL.
5. Class sets of Reader's Handbooks and Foss Science Books.
6. Professional development on summarizing, gaps in Literacy Place and content area strategies for using Science, Social Studies and Health books.
7. Professional resource materials for teaching strategies of that have graphic organizers to support strategy instruction. Some examples might be: Tools for Thought by Jim Burke, Classroom Strategies for Interactive Learning by Doug Buell, Nonfiction Matters by Stephanie Harvey, Phonics and Word Study for Intermediate Grades (Scholastic).

4TH GRADE – SELECTED FOCUS GRADE LEVEL EXPECTATIONS

GLE'S WITH W'S IN YELLOW	MATERIALS	STRATEGIES	ASSESSMENTS	NEEDS FOR MATERIALS AND PROFESSIONAL DEVELOPMENT
<p>2.1.3 Apply comprehension, monitoring strategies before during and after reading; determine importance using theme, main ideas and supporting details in information/expository text and/or literary/narrative text.</p>	<p>LP 2000 (there are only 2 stories on main idea and details), Reader's Handbook (Great Source), Writer's Express (Great Source), Teacher created materials, <u>Washington Adventure</u>, 1st steps reading and Writing, Oral Language Text</p>	<p>Strategies from videos and book - <u>Strategies that Work</u> by Stephanie Harvey, LP 2000.</p>	<p>LP 2000 assessments – selection, Unit, book (pre and post), Teacher created tests, Released WASL items.</p>	<p>Materials: Class sets of Reader's Handbook and teacher support material, Professional resource materials such as: <u>Tools for Thought</u> by Burke, <u>Classroom Teaching for Interactive learning</u> by Buell and <u>Nonfiction Matters</u> by Harvey, Reading Detective Books.</p> <p>Professional Development: Time for grade level sharing and planning, Professional Development to rethink LP2000 gaps, professional development in the use of new resources.</p>
<p>2.1.7 Apply comprehension strategies during and after reading; summarize grade level information/expository text and literary/narrative text.</p>	<p>LP 2000 (explicitly taught on p. T557-T96 & T182 for fiction) only one story "Desert Beneath the Sea" explicitly teaches summarizing in nonfiction, Time for Kids, <u>Washington Adventure</u>.</p>	<p>Kendra Wagner and Sue Porter workshops on summarizing, <u>Strategies that Work</u>, CORE sourcebook, Teacher Created Materials.</p>	<p>LP2000 Assessments – Selection and unit, Classroom-based Assessments, WASL Released items</p> <p>Teachers would like to add writing opportunities to accompany LP assessments that would provide short answer and extended response items. OSPI Reading Toolkit assessments are also available in the district.</p>	<p>Materials: Class sets of Reader's Handbook for grades 4-5, Newspapers for the Classroom and support from NIE representative, NW agricultural Council Resource Material, Class sets of Foss, Sets of nonfiction books, Anchor Examples of summaries at different grade levels, Guided Reading Guide for fiction and nonfiction – purpose/usage, Professional resources such as the ones listed in 2.1.3</p> <p>Professional Development: Explicit instruction in summarizing, Time for planning, sharing and preparing with grade level colleagues.</p>
<p>2.3.1 Understand and analyze the relationship between and among informational/expository text and literary/narrative text.</p>	<p>LP 2000 (only 1 story that explicitly teaches compare & contrast and cause/effect) <u>Washington Adventure</u>, novels, picture books, Story Path, WASL items, Foss Science Books, <u>Great Body Shop</u>, Weekly Reader, Time for Kids</p>	<p>LP 2000, <u>Strategies that Work</u>, Writer's Express, Read-Alouds, CORE sourcebook</p>	<p>LP 2000 Unit Tests, Teacher Made Assessments, Lit-Circle Questions, Weekly Reader Assessments</p>	<p>Materials: Teacher's Edition and class sets for Foss Science, Permission to copy some lessons in Foss so that students can use highlighters and write on text, nonfiction books at lower reading levels.</p> <p>Professional Development: reading in the content area strategies that are specifically tied to Washington Adventure & Foss Science, Time to review, digest and work in grade level group.</p>
<p>2.3.3 Understand literary/narrative devices</p>	<p>LP 2000 (Simile p.T56-57 and transparency #4, Personification T406-07 and Transparency #74, Metaphor T190, PB191 T transparency #58, Humor T114 & SBT384) Poetry books such as, <u>Amelia Bedelia</u>, <u>The Private Eye</u>, <u>Write Source Handbooks</u>, 1st steps, Reading Detective, Scholastic Book of Idioms.</p>	<p>Strategies embedded in these resources: Reading Detective, The Private Eye, The Idiom Book, Great Source Writing Handbooks.</p>	<p>LP2000, Teacher Made Material, Reading Detective, Performance Assessment</p>	<p>Materials: Reader's Handbook, Poetry Guides, Books by Scholastic</p> <p>Professional Development: time to pull material together as a grade level group</p>

Agreements reached by 5th Grade on 05/11/04

4th Grade Green W's

2.2.1
2.2.2
2.4.5

4th Grade Yellow W's

2.1.3
2.3.3
2.1.7

5th Grade Green W's

2.1.5
2.2.2
2.4.1
2.4.5
2.4.6

5th Grade Yellow W's

2.1.3
2.3.1
2.4.4
2.1.7
2.3.3

The following agreements were made to support 5th grade level instruction:

1. Planning time and grade level meeting are needed in the fall to share materials and expertise.
2. All teachers need to have a S.S. Teacher's Editions (America Will Be) and Resource materials to support the program.
3. Foss Science books – a set for each classroom.
4. Class set of Reader's Handbook.
5. Professional Development on summarizing, inferring, skimming and scanning, and on "foldables."
6. Resource books for professional library in each school. Some examples might be: Tools for Thought, by Jim Burke; Classroom Strategies for Interactive Learning, by Doug Buell, Nonfiction Matters by Stephanie Harvey, Phonics and Word Study for Intermediate Grades (Scholastic).

5TH GRADE – SELECTED FOCUS GRADE LEVEL EXPECTATIONS

GLE'S WITH W'S IN YELLOW	MATERIALS	STRATEGIES	ASSESSMENTS	NEEDS FOR MATERIALS AND PROFESSIONAL DEVELOPMENT
<p>2.1.3 Apply comprehension, monitoring strategies before during and after reading: determine importance using theme, main ideas and supporting details in information/ expository text and/or literary/ narrative text.</p>	<p>LP 2000, Time for Kids, Scholastic News, Steck-Vaughn Skill Books, Story Path, Foss Science Books, Read-alouds, Exploring American Heritage, Novels, Independent Reading, Great Body Shop, 1st Steps, Electronic Text.</p>	<p><u>Strategies that Work</u> by Stephanie Harvey, LP 2000, Lit Circles, Best Practice Documents, Literacy Place Documents, CORE</p>	<p>LP Selection Tests, LP Unit Tests, LP Pre & Post Tests for each book, LP Fluency Tests, DRA, McLeod, QRI, Critchlow, Classroom Based Assessments, Teacher Observations, STAR, Lit. Circle Questions</p>	<p>Materials: Class sets of nonfiction at grade level, Reader's Handbook, Class sets of Foss Science Books, Foss Kit at each school for 5th grade, Teacher's Edition and Resource Materials for Social Studies Program – <u>America Will Be (HM)</u>, <u>Teaching Phonics and Word Study in the Intermediate Grades</u> (Scholastic) Foldables, <u>Step Up to Writing</u>, (Sopris West).</p> <p>Professional Development: Planning Time, "Foldables" Training, Step Up to Writing Training, Sharing Time where teachers set the agenda, Grade level Meetings focused on a specific topic and with lunch provided.</p>
<p>2.3.1 Analyze informational/ expository text and literary/ narrative text for similarities and differences and cause and effect relationships.</p>	<p>LP 2000 <u>America Will Be</u>, (HM), Scholastic News, Foss Science Books, Steck-Vaughn Skill Book, Read Alouds, <u>Great Body Shop</u>, <u>Exploring American Heritage</u>, novels, Electronic Text, Time for Kids, 1st Steps</p>	<p>LP 2000 strategies, <u>Strategies that Work</u>, Best Practice Document, CORE, Graphic Organizers, Independent Reading</p>	<p>LP 2000 Tests, Foss Assessments, DRA, McLeod, QRI, Critchlow, Classroom Based Assessments, Teacher Observations, STAR, Lit. circle Questions, Writing in the Content Areas</p>	<p>Materials: <u>Tools for Thought</u> by Jim Burke, <u>Classroom Strategies For Interactive Learning</u> by Doug Buell, Classrooms sets of non fiction at grade level, <u>Reader's Handbook</u> (Great Source), Class sets of Foss Science books, Skimming and Scanning (Jamestown), "Foldables", Guided Reading Books at a low level.</p> <p>Professional Development: Planning time, Training on Foldables, PD for specific skills such as Skimming and Scanning, Inference, etc. Training in the use of Step up to Writing and or Writing in the Content Area, Sharing time with teachers determining the agenda, Grade Level Meetings with focus on a specific area and lunch provided to build collegial relationships.</p>
<p>2.4.4 Analyze the author's effectiveness for different audiences</p>	<p>LP 2000, <u>America Will Be</u> (HM), Time for Kids, Scholastic News, Steck-Vaughn Skill Books, Story Path, Foss Science, Read Alouds, Explore American Heritage, Novels, Great Body Shop, 1st steps, Electronic Text.</p>	<p><u>Strategies that Work</u>, Lit circles, Best Practice documents, LP 2000, CORE, Graphic Organizers</p>	<p>LP Assessments, Classroom Based Assessments, Teacher Observations, Literature Circle Questions, Writing in Context.</p>	<p>Materials: Paired Readings that match materials we already have, short articles, WASL like items, <u>Strategies that Work</u> by Stephanie Harvey, National Geographic Literature Sets.</p> <p>Professional Development: Planning time, "foldables" Grade Level Meetings with specific topics such as: Inferring, summarizing, skimming and scanning, etc. Step Up to Writing Training.</p>

5TH GRADE – SELECTED FOCUS GRADE LEVEL EXPECTATIONS (CONTINUED)

GLE'S WITH W'S IN YELLOW	MATERIALS	STRATEGIES	ASSESSMENTS	NEEDS FOR MATERIALS AND PROFESSIONAL DEVELOPMENT
<p>2.1.7 Apply comprehension monitoring strategies during, and after reading: summarize grade level informational/expository text and literary/narrative text.</p>	<p>LP 2000, <u>America Will Be</u> (HM), Time for Kids, School News, Steck-Vaughn, Story Path, Foss Science Books, Read Alouds, Exploring America's Heritage, Novels, Great Body Shop, Readers Handbook, 1st Steps, Electronic Text.</p>	<p>Strategies from <u>Strategies that Work</u> by Stephanie Harvey, Lit Circles, Best Practice Documents, Literacy Place Strategies, CORE strategies, Graphic Organizers</p>	<p>LP Assessment, Foss Assessments, DRA, McLeod, QRI, Critchlow, Classroom based assessments, STAR Lit Circle Questions and Writing in the Content Areas.</p>	<p>Materials: Class sets of nonfiction at grade level, Reader's Handbook Class sets of Foss Science Books, Guided Reading books at lower levels, "Foldables", Skimming and Scanning (Jamestown). Resource Materials such as: <u>Teaching Phonics and Word Study in the Intermediate Grades</u> (Scholastic), <u>Tools for Thought</u> (Heinneman), Classroom Strategies for Interactive Learning (IRA).</p> <p>Professional Development: Planning and sharing time in grade level groups with lunch provided to support collegiality, Training in the use of "Foldables", Comprehensions strategy training that is specific to summarizing, skimming, scanning and inferring. Training in writing in the content areas and/or Step up to Writing training and materials.</p>
<p>2.3.3 Understand a function (which makes the story more interesting) of literary devices.</p>	<p>LP 2000, Story Path, Read Alouds, Novels, Reader's Handbook</p>	<p>Strategies from <u>Strategies that Work</u> by Stephanie Harvey, Lit Circles, Best Practice Documents, Literacy Place Strategies, CORE strategies, Graphic Organizers</p>	<p>LP 2000 Assessments – Selection, Unit and Book tests, creative writing, Writing that involves dialog such as historical perspectives, Classroom based assessments, Teacher Observations, Lit Circle Questions</p>	<p>Materials: Magazines to support reading such as Time for Kids, Oral and Written Practice Opportunities, Reader's Handbook, Guided Reading Books that are short but on grade level, Foldable Books for Social Studies, Science and Math, Guided Reading Books at lower levels, Resource materials such as: <u>Tools for Thought</u> by Jim Burke and classroom Strategies for Interactive Learning by Doug Buell.</p> <p>Professional Development: Planning time, Foldable Training, training comprehension strategies such as summarizing, inferring, skimming and scanning, training on writing in the content areas which might be included in "Step up to Writing" training or provided in addition to the training.</p>

Agreements reached by 6th Grade on 04/26/04

5th Grade Green W's

2.2.2
2.2.3
2.4.1
2.4.3
2.4.6

5th Grade Yellow W's

2.1.3
2.3.1
2.3.3

6th Grade Green W's

1.3.2
2.2.2
2.2.3
2.4.1

6th Grade Yellow W's

2.1.3
2.3.1
2.3.3

The following agreements were made to support 6th grade level instruction:

1. Ready to make a selection for Social Studies adoption.
2. No one is strongly opposed to either the Houghton Mifflin, Message of Ancient Days or McMillan/McGraw-Hill, Our World.
3. Get Scope and Sequence for 6th Grade Literacy Place so teachers can use it as a building for alignment.
4. Purchase materials and provide professional development specified in the chart attached. Some examples are: National Geographic Reading Strategies, Write Source Handbooks, Reading Handbooks, Foss Materials, Strategies that Work training and book, "Foldables" Books and training, Strategies that Work Book, Posters, and Training.
5. Consistent standards for fluency and consistent assessments for yellow Grade Level Expectations.

6TH GRADE – SELECTED FOCUS GRADE LEVEL EXPECTATIONS

GLE'S WITH W'S IN YELLOW	MATERIALS	STRATEGIES	ASSESSMENTS	NEEDS FOR MATERIALS AND PROFESSIONAL DEVELOPMENT
<p>2.1.3 Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main ideas and supporting details in information/expository text and/or literary/narrative text.</p>	<p>LP 2000, Jr. Scholastic Read Alouds, Novels, Foss Kits, Great Body Shop, Newspaper</p>	<p>Kidspiration, Inspiration, PowerPoint, discussion, historical fiction, guided reading, “foldables”, note taking, outlining</p>	<p>Writing summaries, Multiple choice tests, ARI (comprehension)</p>	<p>Materials:</p> <p>Professional Development: <u>Strategies That Work</u> Training, Foldables training.</p>
<p>2.1.5 Apply comprehension monitoring strategies before, during and after reading: predict and infer.</p>	<p>Second Step, LP Strategies that Work newspaper, School News, Blooms Taxonomy, Trade Books, Picture Books, music and poetry</p>	<p>Read aloud, reading strategies, CORE, model guided reading</p>	<p>Formal: DRA, QRI, LP2000</p> <p>Informal: Observation, journals, subjective teacher made assessments</p>	<p>Materials: Need samples of assessments for guided to independent, Need Some tools to check benchmarks that everyone uses & coordinates with team @ trimester.</p>
<p>2.3.1 Analyze informational /expository text and literary/narrative text for similarities and differences</p>	<p>LP 2000, Newspapers, School News, Social Studies Text</p>	<p>Graphic Organizers (Venn Diagram), modeling, and CORE (cause & effect, in Sourcebook p. 18.4-18.5)</p>	<p>Observation</p> <p>YIKES!</p>	<p>Materials: Paired readings that match materials we already have, short articles, WASL-like items, Strategies that Work by Stephanie Harvey, National Geographic Literature Sets.</p> <p>Professional Development:</p>
<p>2.3.3 Understand the functions (to make the story more interesting and convey a message) of literary devices.</p>	<p>LP 2000, Read Alouds, Lit. Circle Books</p>	<p>LP 2000 “Strategies that Work”</p>	<p>LP Assessments, Teacher Developed Assessments for Lit. circle.</p>	<p>Materials: <u>Strategies that Work</u>, by Stephanie Harvey, Foldables, Foss Kits, Reader’s Handbooks, Write Source Handbooks, Poetry Books.</p> <p>Professional Development: Strategies that Work</p>