

Local
Literacy
Plan

Aspen Academy

2012

Meeting State Standards in Literacy in
Grades K through 3

UPDATED June 2018



Our mission is to provide students with a well-rounded, Core Knowledge-based education which meets the intellectual, creative, and social needs of each child.

Our vision is to prepare our students for future educational opportunities and life in a global society by creating an academically rigorous, literature-rich environment where class sizes are small, and a strong sense of community is built and valued.

Program Overview

With a committed vision to creating well-rounded students through the implementation of an educational process that includes the intellectual, social and creative needs of every child, Aspen Academy strives for academic excellence and rigor on a daily basis. It is the goal of Aspen Academy to create students who are prepared for future educational opportunities and life in the global society. To prepare students for these challenges, Aspen Academy was founded in 2007 by parents looking to further the education of their children and other students by offering educational choice. One key component of this choice was a commitment to the Core Knowledge Sequence¹, created by E. D. Hirsch. Another important aspect was a commitment to small class sizes and building community among students staff and parents. A final important commitment was the belief that students need to be a part of a literature rich environment and build knowledge and experience to be a life-long learner and contributor to global society.

Aspen Academy is committed to the education of students in grades K through 8. It is our belief that the education of all students in the area of literacy is important, but we know that there is a special focus on the early years of any child's education. We strive to bring the best to all students, and provide an added focus for students at grades K through 3 to reach specific literacy goals. These goals define success for students in these grades as well as ensure students leave Aspen Academy having met the goals defined within our Mission and Vision.

In order to ensure all students meet the goals of our Mission and Vision by eighth grade, in the grades kindergarten through third, Aspen Academy has made it a goal to have 96% of students either meeting or exceeding the State Standards on the Minnesota Comprehensive Assessment (MCA)² when in third grade. To further ensure that this occurs, we are committed to helping all students meet Minnesota State Standards in kindergarten through third grade.

Aspen Academy will measure its success towards these goals using data. Gathering data and using it to further instructional goals has been a key component of teaching at Aspen Academy since its inception. In order to meet our stated reading goals, data will be gathered using several key literacy components. One of these is the MCA which is administered in grades third through eighth each spring. Data from this assessment will allow us to see if 96% of students in grade three are meeting or

¹ Core Knowledge Foundation. *Core Knowledge Sequence: Content and Skill Guidelines for Kindergarten-Grade 8*. 2010. Charlottesville, North Carolina: Core Knowledge Foundation.

² Minnesota Comprehensive Assessment. <http://education.state.mn.us/MDE/SchSup/TestAdmin/MNTests/index.html>

exceeding State Standards in literacy. Our second method of gathering data will be the ACT Aspire (ACT)³ done each spring in fourth grade to see if students are prepared to achieve the College Readiness standards set by the state. This measures students on a nationally normed exam wherein we will look for the achievement of one year's growth in comparison to these norms. Our final method will be analyzing data gathered using the Fountas and Pinnell Benchmark Assessment System⁴. This is a comprehensive literacy assessment system that provides not only data analysis through data inputted into the Online Data Management System⁶, but also provides specific instructional goals for students.

Additionally, students are assessed using the Fountas and Pinnell Benchmark Assessment System. This system has been created by Irene Fountas and Gay Su Pinnell to assess students so as to have the knowledge of where students fall on the Instruction Level Expectations, Appendix I. By gaining this specific knowledge, classroom literacy instruction can be given at the level of each individual student, and their needs towards becoming a life-long literate learner will be met. This will also ensure that students are also achieving the goal of meeting Minnesota State Standards. The Benchmark Assessment data connects students to skills needed to achieve grade level goals as defined on the Instructional Level Expectations. These skills are defined within the Continuum for Literacy Learning⁷ which in turn relates to the Minnesota State Standards. As all of this data is gathered within the Online Data Management System⁵, educators at Aspen Academy will be able to track student success on needed literacy skills and provide an education that enables all students in grades K through 3 to meet Minnesota State Standards as defined in our primary literacy goal.

A key component of meeting both of Aspen Academy's literacy goals is the involvement of students and parents. We involve parents in all levels of the literacy education at Aspen Academy. This key involvement begins at Curriculum Night, wherein teachers and parents build a common understanding of the need for high quality intentional instruction in literacy and how this will be achieved at Aspen Academy. This involvement continues through two different conferences, one in the fall and one in the spring, wherein parents, students and teachers come together to discuss data and student progress towards meeting State Standards. Students who do not make progress will be referred to Aspen Academy's Targeted Services program or Title 1 program based on outlined criteria. Parents will be contacted via letter and students will be automatically enrolled unless parents decline. Progress throughout this program and during any student's academic career, will be communicated to parents as needed. More than communication and building of shared knowledge on the importance of literacy, Aspen Academy encourages all parents to interact with their child through literacy and foster a life-long love of reading through reading together and discussing what was read.

Aspen Academy acknowledges that not all students make the needed progress to meet grade level State Standards at the same pace. Students may need additional assistance to be able to achieve

³ACT Aspire. <https://www.discoveractaspire.org/>

⁴Fountas, I & Pinnell, G. Benchmark Assessment System. <http://www.heinemann.com/fountasandpinnell/reading-assessment.aspx>

⁵iCue as run by [TIES](#)

the goal of meeting State Standards. When a student is below grade as identified by the Instructional Level Expectations, they are referred to Aspen Academy's Targeted Services or Title 1 – depending on the level of student need. Further data is gathered on each student by the Targeted Services/Title 1 teacher as needed to refine the skills each student requires instruction in. This information is then communicated to parents via a letter. Students will be formally enrolled in the program as soon as the letter has been sent to parents. Students are enrolled in the program for six weeks prior to reassessment at which time there will be further communication with parents regarding the student's progress. Whenever possible, students will be graduated from the program.

In order to meet the literacy goals at Aspen Academy, staff development is a key need. Primary staff development will occur in the areas of how to assess students appropriately using the Benchmark Assessment System and analyzing assessment results as well as entering the gathered data in to the Online Data Management System⁵. With this knowledge, teachers will then be trained on how to use the gathered data to know what skills to instruct each student on in order to ensure that they can meet grade level State Standards. Knowing what skills to instruct on, teachers will then use that knowledge to create instruction for students that focuses on the need for reading and critical thinking to go hand-in-hand. Teachers will receive further instruction in how to create discussion and interaction for students that builds critical thinking skills whenever any reading is tackled. It is a key goal of all staff development to build the understanding of reading and thinking as going hand-in-hand. The Professional Development committee will keep the goals of reading well in mind as plans are made for the year of staff development. We will look to have teachers work within PLCs with key literature to build cross grade level understanding of how to instruct in the area of literacy and how to build student success. With this in mind for all staff, students in grades K through 3 will have all opportunities to meet State Standards.

Literacy instruction at Aspen Academy is based on the principles of guided reading as detailed within *Guided Reading: Good First Teaching for All Children*⁶. Teachers receive instruction in these principles as well as the need to match student skill needs, taken from gathered data, and use guided reading principles to instruct students in those needed skills. Guided Reading best practices requires very intentional instruction and the need to provide students with both whole group and small group instruction. Whole group instruction, using Core Knowledge literature, provides all students with necessary skills that are grade level appropriate based on the *Continuum of Literacy Learning*⁷. This instruction focuses all students with the firm belief that reading and thinking go hand in hand, encouraging the discussion of literature on many different levels even at a young age. Hand-in-hand with whole group instruction is the need for small group instruction and having students read at their reading level each day. Instruction in small groups focuses on specific student needs, whether at, below or above grade level for the skills that they require based on gathered data. Small group materials come from Scholastic Guided Reading Libraries⁸. This provides teachers with materials that they can match specifically to students and their needs. Students who require further support through Targeted Services use materials generated to their specific needs from Reading A to Z⁹, Fountas and

⁶Fountas, I & Pinnell, G. *Guided Reading: Good First Teaching for All Children*. 1996. Portsmouth, New Hampshire: Heinmann.

Pinnell's Leveled Literacy Intervention system and other high quality instruction. As with any curriculum used, the guided principles of Guided Reading itself focuses the instruction on student skill needs and providing high quality instruction at any group level.

As Aspen Academy focuses on literacy instruction, one of the most important groups to consider is our English Language Learners. These students are identified through the use of the ACCESS for ELLs which is administered to new students upon their arrival to Aspen and then to every identified student in the spring of each year. These students receive specific additional instruction in their areas of need as identified by data gathered on the student through the Benchmark Assessment System. By providing instruction in small groups, Aspen Academy works to assist all ELL students toward meeting the level of skill each of them need. Materials from the Scholastic Guided Reading Libraries as well as Fountas and Pinnell's Leveled Literacy Intervention are used to instruct the students at their reading level using best practices in reading instruction. The goal is to continually foster reading growth for these students throughout their career at Aspen Academy.

Each year information on reading success and growth are shared and celebrated with parents, staff, School Board members, our authorizer, Friends of Education, and all other parties vested in the success of Aspen Academy. This data is gathered from the Online Data Management System as teachers record student data from the Benchmark Assessment System as well as MCAs and ACT Aspire assessments. All data relates how growth and achievement has occurred. Aspen Academy looks to continually celebrate the successes that our students achieve through sharing information and data that has been gathered through the annual report written by the Director of Aspen Academy and throughout the year as appropriate.

With all of these components in place, Aspen Academy looks forward to a bright literate future for all students. Aspen Academy students, staff and teachers are all dedicated to reaching the goal of having all students meet or exceed State Standards. Working together, Aspen Academy knows this goal is eminently achievable and within the capabilities of all when following the noted reading plan.

⁷Fountas, I & Pinnell, G. *The Continuum of Literacy Learning, Grades PreK-8: A Guide to Teaching*. 2011. Portsmouth, New Hampshire: Heinmann.

⁸ Scholastic Guided Reading Libraries. http://shop.scholastic.com/webapp/wcs/stores/servlet/ProductDisplay_68465_-1_10001_10002

⁹Reading A to Z – www.readingatoz.com

Section 1: Statement of Goals and Objectives

Throughout the past four years, Aspen Academy has been committed to creating lifelong learners through the inclusion of all students in a literature-rich curriculum and will continue to do so. Aspen Academy has an overall reading goal for its students that reflects this drive. Aspen Academy strives to have all students meet State Reading Standards at each grade level addressed in this reading plan (grades K - 3) and to further demonstrate this commitment by having 96% of third grade students meet or exceed grade level expectations on the Reading MCA. Aspen Academy understands the loftiness of this goal, but knows it is eminently achievable with the combined work and dedication of our staff, students and parents.

At this time, through data gathered on previous MCA results, students are working toward this goal. In Table One, one can see how Aspen Academy students have continually progressed toward this goal. Aspen Academy recognizes the need to continually strive toward and improve the literacy program that is offered so that students can meet the standards not only through classroom demonstration, but also perform at an appropriate level on the Reading MCA exams.

Table One: MCA Data Third Grade—Aspen Academy Percentage who met/exceeded standards			
Data Year	Aspen	Local Comparison	State Comparison
2009	96%	88%	78%
2010	92.7%	NA	NA
2011	93.2%	91%	79%

In order to continually achieve this overall goal, students in the grade levels first through third will be expected to make one year's growth as compared to the suburban norms on the Comprehensive

Table Two: CTP Data Aspen Academy 2011 Point Scale for students			
Groups	Verbal Reasoning	Auditory Comprehension	Reading Comprehension
Aspen Academy	335	337	340
Suburban Group	343	339	341
National Group	320	318	318

Testing Program (CTP). Previous results, listed in Table Two, show growth and ability in comparison to companionable suburban schools, but we do not yet have multiple years of data to compare to as we have only just completed our second year of testing using this format. We believe that results will continue to improve as teachers, parents and students work with and better understand the relevance of all data. Aspen Academy

believes that having each student show a year's growth will enable students to meet State Standards and have 96% of students meet or exceed on the MCA exam at the end of third grade.

The goal of having all students meet State Standards requires one more component. All kindergarten to third grade students will need to read at or above their grade level by the end of the

school year according to Fountas and Pinnell's Benchmark Assessment System and their gradient of reading levels entitled "Instructional Level Expectations, Appendix I". These Instructional Level Expectations have been set over years of rigorous research and are continually monitored for appropriate changes by Irene Fountas and Gay Su Pinnell, proponents of the Guided Reading system employed at Aspen Academy as a literacy foundation.

Meeting these rigorous outcomes requires refined objectives that assist all staff members, parents and students in understanding how we will work together to show achievement. First, students in grades first through third will participate in a nationally normed test each spring. This test is created by the Educational Resource Bureau and is called the CTP or Comprehensive Testing Program. Results from this test are given to the teachers in the fall prior to the students' return and then used to directly inform teaching throughout the school year. Next, students are assessed on reading skills including fluency and comprehension and more, through the Fountas and Pinnell Benchmark Assessment System. This information is used to group and organize students based on their individual needs as well as whole group needs. Information gathered in this assessment is also compared to Fountas and Pinnell's Continuum of Literacy Learning which allows teachers to delineate specific teaching outcomes for each individual student. These outcomes are clearly aligned with Minnesota's State Standards and the Common Core of literacy. These specific outcomes are also communicated to parents to allow teachers and parents to work in partnership for the best literacy learning environment for students. Finally, reaching our outcomes is aided by the continual use of reading or running records and literacy conversations from Scholastic guided reading materials. These are done on a weekly or monthly basis, dependent on student need, to provide further support of teaching outcomes for each student or to change student outcomes so that it is more aligned with needs to next be addressed. This allows for teachers and parents to see how standards are being met over time and how students are progressing towards being literate lifelong learners.

Section 2: Statement of Process to Assess Students

Aspen Academy's reading goal is that 96% of third grade students will meet or exceed State Standards on the MCA. Progress towards this goal is monitored through one key assessments which have been chosen after careful research, investigation and thorough understanding of their methods and background research.

The main assessment that Aspen Academy uses to continually monitor student progress is the Fountas and Pinnell Benchmark Assessment System. This system was created by Irene Fountas and Gay Su Pinnell in 2004 and is published by the Heinemann Publishing Company. This is a standardized assessment with standardized materials that is used by Aspen Academy teachers from kindergarten to fifth grade. It is a key assessment as it evaluates students not only by their ability to read, but also their ability to think about what they read which is what the Common Core Literacy standards (the basis for the Minnesota State Standards) call for specifically. This system was created after extensive research and evaluated by an independent team which measured the information against grade level criteria. The system shows consistency among text and connecting student results with the Continuum of Literacy Learning shows a strong predictability of proficiency on state tests².

The Benchmark Assessment System involves several key components. All of the components and materials are hand selected by its creators to represent the gradients of literacy learning that they have defined using their ten key components of literature. The books are then used by teachers to assess students on both reading and comprehension in a one on one environment. The student first reads aloud so that they can be graded on fluency and errors. As the teacher calculates these errors, the student often finishes reading the text silently. Once the student has read the entire text, the teacher initiates a conversation with the student regarding the text. This conversation covers questions about the key components of the text read including thinking about, beyond and within the text. These three areas, about, beyond and within, represent the core comprehension skills that students must have to be able to full discuss a text whether orally or in a written format. These areas have been further refined by Fountas and Pinnell within the Continuum of Literacy Learning by noting which skills build towards the overall comprehension in these three key areas of thinking about, beyond and within the text.

The Benchmark Assessment is done with all students three times per year – once in September, once in February (for students who are below grade level) and once in May. This assessment combined with reading/running records done on a weekly or monthly basis, depending on student need, which will allow teachers to fully monitor students and see progress throughout the year. Teachers will also know if the learning process has stalled and whether the student requires intervention through Targeted Services/Title 1. New students to Aspen will have the assessment administered within 10 student contact days of their enrollment.

As per the nature of the Benchmark Assessment System and its alignment with the Continuum of Literacy Learning, it is recommended that students are assessed by their literacy teacher. To make this possible, support staff will work with classroom teachers to manage classrooms and aid other students while assessments are being done one-on-one by the classroom teacher. By the classroom literacy teacher doing all assessments, they will be better able to create goals that are appropriate to the individual student and their needs in the area of literacy.

Data gathered by the Benchmark Assessment is shared throughout the school through the use of a Benchmark Assessment Online Data Management System. This computer based program will allow teachers to enter data, sort data, group students, and research goals and share data among themselves in order to provide the most assistance to students and the most information about each student.

Once the information is entered in to the Online Data Management System, students will be sorted and evaluated based upon the gradient of Instructional Level Expectations for Reading, Appendix I. Any students falling within the yellow stripe, labeled as “approaching expectations”, will be recommended for intervention through Aspen Academy’s Targeted Services program. Any students falling within the red stripe, labeled as “does not meet expectations”, will be recommended for intervention through Title 1 program. This program will use the data gathered by the classroom literacy teacher through the Benchmark Assessment System and posted in the Online Data Management System to help create a specific intervention program for that student to bring them up to grade level and provide instruction in needed skills. Further data on the student will be gathered using the alternative assessments

²Research on Benchmark Assessment System - <http://www.heinemann.com/fountasandpinnell/researchBAS.aspx>

provided by the Benchmark Assessment System. The acceptable ranges for these tests and how they show areas of need to provide skill definition in is clearly defined by the system, shown Appendix II.

After all students have been assessed using Fountas and Pinnell's Benchmark Assessment System, the results will be compared with Fountas and Pinnell's Continuum of Literacy Learning to identify areas of need for each student. This Continuum is a comprehensive list of skills that students need in order to meet the State Standards and be literate life-long learners. Within the Continuum and through the gathered data, teachers will identify a specific targeted literacy goal for each student that is reported to parents on their Individualized Curriculum Plan (ICP) at the November conferences, Appendix IV. Parents, teachers and students will all have responsibilities with regards to completion of the goal and shall all agree on how to share these responsibilities.

All students will be a part of the monitoring and reassessment process to note whether goals on the report cards are met or not and to be sure that progress towards meeting State Standards continues. Students will take part in reassessment and monitoring as per recommendations by Fountas and Pinnell in the use of reading/running records. Teachers will do reading/running records using Scholastic Guided Reading materials at the student's level as determined per the Fountas and Pinnell Benchmark Assessment System. Below, at and above grade level are ascertained by comparing the student to the Instructional Level Expectations for reading as created by Fountas and Pinnell. Students who are below grade level (whether receiving intervention or not) will be assessed through a reading/running record every other week as well as informal observations done in small groups on a weekly basis. Students who are at grade level will be assessed through a reading/running record once a month as well as informal observations done in small groups every other week. Students who are above grade level will be assessed using the Fountas and Pinnell Benchmark Assessment System as noted three times per year. They will also be informally observed in small groups once a month. All record keeping on students, whether formal or informal, will be done within the Online Data Management System allowing information to be shared as needed.

Section 3: Notification and Involvement of Parents in Literacy Education

Parental involvement is a key component of any literacy program as research has shown over time. Aspen Academy involves parents in many different ways in the literacy education of students as well as their community life at Aspen Academy. Part of this involvement comes by asking parents to commit to 40 hours of volunteer time over the course of a year. Another aspect of parental involvement is by asking parents to attend a school wide Curriculum Night that lays the foundation for curriculum and learning throughout the school year. Parents are also asked to attend conferences twice during the school year. Information on student progress is reported frequently through progress notes, report cards and other means as needed.

At the school wide Curriculum Night, parents and teachers discuss the expectations for students in the area of literacy. Also discussed is the kind of materials students will be reading throughout the year whether in a whole group instructional setting or in small groups. Through this event, Aspen

Academy brings together teachers, students, and parents. It is used to build the importance of literacy education understanding for all.

During the school year, parents are asked to attend two different conferences. One conference is in the fall following our first assessment with the Benchmark Assessment System and one conference is in the spring prior to the last Benchmark Assessment. The fall conference is when teachers and parents and students discuss literacy goals noted on the student's ICP (Individualized Curriculum Plan). Teachers share how this goal relates to the Continuum of Literacy Learning and then to the MN State Standards and how the data basis for the goal was gathered from the CTP and Benchmark Assessment System. There is further discussion of the need to build readers as thinkers in terms of meeting the noted goal as well as who shall be responsible for which aspects of the activities leading up to meeting the goal. Teachers and parents will also discuss how communication on the changing of goals will be handled as well as information regarding literacy concerns.

In the spring, parents again attend conferences. This second conference is where teachers, parents and students review the original goal set, note what was achieved and either review what is needed still to meet that goal or set a new goal based on data gathered. Parents, teachers and students also discuss any further skills that are required to continue to build the reader as a thinker with the further goal of meeting all state literacy standards.

Students who fall below grade level as per the Instructional Level Expectations for Reading will be recommended for Aspen Academy's Targeted Services program or Title 1 program. This program is a leveled intensive intervention system for students who are not at grade level. The program which is based on a proven Response to Intervention (RTI) model is provided by a licensed K – 6 teacher with knowledge of intervention procedures in reading. This teacher is selected as per Aspen Academy's hiring procedures for all other staff members and is licensed by the state of Minnesota. Recommendation for a student to this program will be done by the classroom literacy teacher through the following process.

The classroom literacy teacher will forward all data and concerns regarding the student to the Targeted Services/Title 1 teacher. The Targeted Services teacher will review all information to be sure that it matches the criteria of qualification as falling below grade level as per the Instructional Expectations Chart and meet with the classroom literacy teacher for review as needed. Upon agreement of the need for intervention, the Targeted Services/Title 1 teacher will send home to the student's parents a letter that details: student name, specific intervention topics and skills, timeline for reevaluation using the Fountas and Pinnell Benchmark Assessment System (six weeks). The child will be enrolled and begin in the Targeted Services/Title 1 program upon the sending of the parent permission letter. Once in the intervention program, students will be assessed using the alternate assessments within the Benchmark Assessment System to look for further specific areas to provide skill practice and instruction on. Any results from these alternate assessments will also be communicated to parents upon their completion. After six weeks, students will be reevaluated. Following the reevaluation, there will either be a progress report stating the need to continue to work on specifically noted skills needed to bring a student to grade level, or an exit letter sent home to parents. Unless a parent receives an exit

letter, students will remain enrolled in Targeted Services / Title 1. All Title 1 parents are invited to a Title 1 parent night that provides students and parents with activities that they can do at home to increase skills as well as providing them with information about the process of Title 1 enrollment. This is a requirement of Aspen as well as receiving the use of Title 1 funding through the state of Minnesota.

Aspen Academy acknowledges that there are core skills all parents can use to encourage in their students to further literacy growth. These activities include, but are not limited to, reading to your child, reading with your child, listening to your child read, asking purposeful questions about what is being read and encourage children to analyze and reflect upon their reading. These skills, together with specific teacher led instruction in skill areas that have noted by the Continuum of Literacy Learning, shall ensure student success in all literacy areas and therefore meeting of State Standards at each grade level.

Section 4: Interventions and Structural Supports

Through Appendix III we have delineated an alignment between the ten Common Core State Standards that are the basis of the Minnesota State Standards and Fountas and Pinnell's Continuum of Literacy Learning which provides the basic skills taught for students to achieve the goal of meeting State Standards. We noted the correlation between these two key pieces as well as what curriculum, whether Core Knowledge based or from the Scholastic Guided Reading Library, that will be used to assist teachers and students in achieving the desired goal.

Each of the three main areas of the Common Core Standards that deal with literacy – literature text, informational text and foundational skills - have connections to skills addressed in the Fountas and Pinnell Continuum of Literacy Learning. Teachers are trained in how the standards match to the Common Core and their further alignment to the Continuum of Literacy Learning as well as the important skill of matching books to skills that need to be instructed for standards to be met in any of these three areas. From the Continuum of Literacy Learning, teachers help students gain specific skills in the three key areas of thinking within literacy - about a text, within a text and beyond a text. These skills transcend both literature and informational texts as well as whole group and small group and intervention instruction. Teachers are further trained in best practices that allow them to provide instruction for students in these three key skill areas of literacy education.

Foundational skills are further refined through the use of Fountas and Pinnell's Phonics and Word Study skills. This program includes both whole group and small group instruction in specific skills that are foundational to reading and understanding sounds, letters, words and passages whether they are literature or informational. They are also clearly delineated as part of the Continuum of Literacy Learning.

Any student who is not at grade level in any of the key areas needed for reading at grade level whether in literature, or informational text, or foundational skills, shall be referred to Targeted Services for focused instruction in the area of need. As noted in Appendix III, materials for Targeted Services are from the Leveled Literacy Intervention system and Scholastic Guided Reading Library and Reading A to Z

and further refined assessment tools come from the Benchmark Assessment System and Leveled Literacy Intervention system. These assessments further look i to phonics, vocabulary, word attack skills and more. Using these additional assessments will allow for a refined and narrowed focus on what a student specifically needs. These additional assessments correspond to goals within the Continuum of Literacy Learning and allow the Targeted Services teacher to provide specific needed instruction.

Within the Title 1 system, students who are not making progress towards grade will be referred to the internal Student Success Team to evaluate next steps for the student. These steps may include, but are not limited to, evaluating the student for concerns regarding a reading disability – such as dyslexia or convergence insufficiency disorder, recommending the student for SPED testing or further conferencing with parents about outside considerations for student needs. It is recommended that the members of this team understand the nature of specific reading disabilities and have resources to provide to parents to assist in their understanding of these issues.

To further support interventions and the monitoring of students, Aspen Academy looks to implement FASTBridge and its assessment and monitoring system - <http://www.fastbridge.org/> This will be implemented for all students in grades K to 2. We will do monitoring of all students in grades K to 2 three times a year – fall, winter and spring. Students who fall below the norms will then be first enrolled in Targeted Services using a monitoring program provided by FASTBridge. Students will be provided an intervention through Targeted Services (Tier 2) 3 times a week and then assessed or monitored once a week. The intervention will be provided by the Title 1/Targeted Services reading teacher and the monitoring done by the Curriculum Coordinator. If the student continues to not make progress, the student will be transferred to the Title 1 program (Tier 3) for a 5 days a week program with a day of assessment. This data will be continually reported to the SST (Student Success Team) committee during the process.

Additionally, students who are enrolled in Targeted Services or Title 1 in grades 3 to 5 will also receive assessment and monitoring and intervention support through FASTBridge. These students will be identified using the Fountas and Pinnell Benchmark Assessment System and then receive further testing through FASTBridge to narrow the area were interventions are needed. Some of the interventions will be done through the FASTBridge program and others will be done through the Leveled Literacy Intervention system created by Fountas and Pinnell.

Section 5: Staff Development

Staff development is an important aspect for the professional educators at Aspen Academy. It is an on-going activity wherein all teachers continually work to reach exemplary levels of instruction so as to provide the best education for students. As literacy is a key area for professional development at Aspen Academy, the approach is multi-faceted and multi-yearred to make the most of all training opportunities available.

One of the most important training components will be instructing teachers in the standardized use of Fountas and Pinnell’s Benchmark Assessment System. Teachers must understand the need for this tool to be standardized in its use as well as to know how the tool is appropriately used for

interpretable results. Teachers will be given an opportunity to score materials from actual students and discuss the scoring so Aspen Academy can achieve standardization across all users. Teachers will then be given further instruction in how to enter the data gathered from the Benchmark Assessment System to the Online Data Management program and use then manipulate the data within there to gain insight in to students and their needs. Teachers will also be trained in the use of and the goals of additional alternate assessments provided by the Benchmark Assessment System. They will discuss when these will be used and what information is gathered from each in order to provide the most accurate reading data on a student. More accurate data on each student will better provide a clear picture of what the student should learn in order to meet State Standards and provide information on which to provide the best instruction for students.

Once teachers have been trained in gathering needed data through a standardized assessment, they will undergo instruction in how to use that data to define what skills students need to work on based on the Continuum of Literacy Learning so that they each meet State Standards. Teachers will be able to define what the continuum is and how to access it for specific skill instruction based on student need. Teachers will also receive instruction in the importance of creating and using conversations about literacy and the need for thinking and reading to go hand in hand. As the continuum is explored through many staff development opportunities, teachers will better learn how the skills match to the Common Core State Standards and Minnesota State Standards as well as how they are reflected within the assessments done through the Benchmark Assessment System.

After an understanding of both assessment and the Continuum of Literacy Learning has been built, teachers will then explore, create and teach lessons based off of skills they are required to instruct on. They will gather training in using interactive literacy learning for whole group students using Core Knowledge materials as well as how to plan lessons for small groups using Scholastic Guided Reading materials all scientifically researched best practices. Teachers will receive instruction in these two main literacy teaching methods as well as feedback from observations of lessons in these two methods.

One of key areas of instruction that will continue throughout the next few years of staff development is in the area of evaluating and match books to students based on the skills that they need. Teachers will be taught about Fountas and Pinnell's ten criteria to evaluate a book, which also addresses the Common Core's need for students to read texts that are complex as determined quantitatively and qualitatively. Once teachers know how to best evaluate a book or any resource used to teach literacy, they can then match books to the skills that students need to be taught. Student learning then becomes focused and the teacher's lessons are intentional and provide a high degree of success for the student, enabling them to meet State Standards. Teachers will also work on understanding how to ask questions of students in regards to their reading and learning to facilitate their discussions that are key to building understanding of literature. This will continue to be an ongoing goal of Aspen Academy – building students who are thinking about reading.

This training will be provided by the Curriculum Coordinator of Aspen Academy. The Curriculum Coordinator has attended training run by Gay Su Pinnell and Irene Fountas on these specific topics. The Curriculum Coordinator will continue to read and train on these topics and then provide instruction and

professional development for Aspen Academy staff. The Curriculum Coordinator will also be a mentor and coach in the area of literacy for all staff in order to provide support to all.

Additional staff development done for staff at Aspen Academy continues to build their abilities as literacy instructors and professionals. One important area is critical thinking for all learners which may include, but is not limited to the areas of Gardner's Intelligences and Bloom's Taxonomy. We also provide rigorous training for all staff in the area of student behavioral expectations which may include, but is not limited to *Teach Like a Champion* strategies as well as ENVoY and Positive Behavior Systems. These are key areas of ongoing professional development that are used to bring Aspen Academy teaching staff to an exemplary level as instructors.

Hand in hand with these formalized trainings, teachers will also participate in PLC groups on key literacy tools as chosen by the Professional Development committee. The topics will reflect the importance of teaching students to talk about the books that they are reading and the key skills that make good readers. Teachers gather and share information within these PLCs and also personally reflect on the study topics.

The directive for all of these professional development topics has been taken directly from staff surveys as well as reflection from staff evaluations and Aspen Academy's Mission and Vision. The professional development areas noted included both skill instruction as well as practical application of information and data gathered. This professional development is also driven by data collected from students on previous Benchmark Assessments and teacher observation of students. We will continue to utilize information from both of these sources as we build further professional development opportunities and instruction in the area of literacy.

Section 6: Consistent Comprehensive Reading Instruction

As Aspen Academy has grown and evolved and selected curriculum, we have striven to select materials that align with our selection policy which delineates criteria for high quality, scientifically proven and research-based materials that are consistent with MN Statute 122A.06, subdivision 4.

Within Appendix III, we have detailed the curriculum as it compares to the State Standards and the skills from Fountas and Pinnell's Continuum of Literacy Learning. We have detailed what is taught as whole group instruction versus small group instruction as well as Targeted Services intervention though all is further refined based on specific student need. We have also listed the materials, such as Core Knowledge literature, Scholastic Guided Reading materials and Reading A to Z. Intervention materials will eventually be supplemented by the addition of Fountas and Pinnell's Leveled Literacy Intervention RTI model so as to provide additional specific targeted support for students that have been identified previously as well as those originally noted by the Benchmark Assessment System.

Core Knowledge materials, used for whole group instruction, are chosen based on Fountas and Pinnell's key components of text which are aligned to the Common Core State Standards as well as the selection manual of Aspen Academy. The Common Core Standards and therefore those at the state level call for text complexity as judged by qualitative and quantitative means which is what Fountas and

Pinnell's text key components of text has done. Materials are chosen not only for their alignment to the Core Knowledge Scope and Sequence, but also to be high quality and high interest as well as aligning with Fountas and Pinnell's key components of text for that grade level. These materials provide an opportunity for intentional and specific literacy instruction that is needed for all students at that grade level.

At grade level whole group instruction then feeds to students working in small groups with materials from the Scholastic Guided Reading Libraries. These materials are selected for students specifically on the data gathered about them from the Fountas and Pinnell Benchmark Assessment. The materials are high quality and high interest and aligned to the key components of text as determined by Fountas and Pinnell. They are chosen for students to work on literacy needs at their specific ability level as well as their specific areas of need – whether above, at, or below grade level - that have been identified through assessment data. Teachers receive training in matching students to appropriate books based on their reading level as well as skills that the students need to grow in. Instruction for small guided reading groups is provided by the classroom teacher during the reading block.

Intervention occurs when students are below grade level as determined by the Fountas and Pinnell Instructional Expectations shown in Appendix I. After this identification, further assessment for each student then occurs using the Benchmark Assessment System Alternate Assessments to note specific areas of concern and key instructional skills to provide. Students then receive Targeted Services / Title 1 instruction that is focused and specific to bringing student to grade level in their abilities using materials from Fountas and Pinnell's Leveled Literacy Intervention system. Fountas and Pinnell's Leveled Literacy Intervention model brings additional books and resources to assist in intervention as well as use of a solid scientific based RTI model. Parents are informed of students' eligibility for intervention via letter. Upon the sending of the letter, intervention will begin and run for six weeks. Following six weeks of targeted intervention in the identified skills, students will be reassessed using the Benchmark Assessment System. This process will continue until they show that they are working at grade level based on the Instructional Expectations.

Section 7: English Language Learners

English Language Learners or ELL students have always operated within an inclusion model at Aspen Academy regardless of grade level. These students receive whole group instruction from their classroom literacy teacher and focused additional instruction from a licensed English Language Teacher. This teacher is a part of Aspen Academy staff and receives all training in literacy and other areas as per our professional development plan as well as being licensed by the State of Minnesota.

Specific groups of ELLs are formed based off of two pieces of data. The first is the ACCESS for ELLs which is administered each spring at Aspen Academy. This assessment notes the student needs in the area of language learning for oral, written and spoken language. Students who score 5 or below qualify for additional assistance as an ELL student. This guideline has been determined by Aspen Academy through research and discussion of WIDA standards and documentation. The second piece of data comes from the Fountas and Pinnell Benchmark Assessment System. This system places students

on the Instructional Level Expectations and shows whether they are at or below grade level and noted areas of high student need in literacy. Additional alternate assessments from the Benchmark Assessment System are also used to further narrow the focus on areas of need based on language proficiency and understanding. Students also receive specific language instruction guided by Fountas and Pinnell's Phonics and Word Study System to improve letter and sound knowledge for both fluency and oral and written language.

The data from these two sources not only identifies the students, but also guides instruction specifically towards the areas that students need to grow in. Following whole group grade level instruction using Core Knowledge materials, ELLs then receive specific focused instruction in small groups from the ELL Teacher. This teacher works with the students to achieve grade level reading as per the Instructional Level Expectations using the books provided through the Fountas and Pinnell's Leveled Literacy Intervention system and the Scholastic Guided Reading Libraries. Students in the ELL program are reassessed every six weeks using the Benchmark Assessment System to note growth towards reading and thinking at grade level and progress on skills to work on identified by the Continuum of Literacy Learning. All data is entered in to the Online Data Management System and shared with classroom teachers as it is used to inform further learning for that student, not just in literacy but in all curricular areas at Aspen Academy.

Section 8: Communication System for Annual Reporting

Aspen Academy uses information from MCA to determine yearlong results and overall student growth and progress towards state standard reading levels as well as class instruction, intervention and other needed assessments. Students who enter Aspen Academy and are in grades kindergarten through third are assessed throughout the year using the Benchmark Assessment System created by Fountas and Pinnell. This system identifies students in relation to the Instructional Level Expectations gradient created by Fountas and Pinnell. It also identifies specific areas of student skill need based on the Continuum of Literacy Learning. This information is recorded in the Data Management System and shared with all educators within the school and is used to guide instruction through the child's year. These assessments also indicate which students are below grade level in literacy skills and this need is addressed through the Targeted Services program which continues to use the Benchmark Assessment System and Data Management System to track and record progress through the intervention model.

At the end of each year, students are assessed using the Benchmark Assessment System which is used to identify further goals for student growth and proficiency and areas wherein there is need for further staff development. That data as well as the phonetic data gathered for the Literacy Plan is also used to plot the needs for further student growth and additional staff development. With every assessment and as each year passes, Aspen Academy gains further insight in to the patterns and trends that emerge with our students as well as areas for growth, especially with the area of literacy. These areas are addressed within professional development and through continual instructional support for literacy teachers, reading coaches, curriculum coordinator and other school leaders.

Following the use of each Benchmark Assessment, given two times per year, reading data is pulled together in a report for staff, administration, school board and authorizer to share progress, celebrate success and look towards areas of further need. Throughout the year, strengths and weaknesses of the literacy program, regardless of how they are identified, will be continually addressed. As changes are made and more success is shown, this information will be further reported to staff, administration, school board and authorizer to show growth towards meeting our stated reading goal of having all students meet grade level literacy standards and 96% of third grade students meeting or exceeding reading standards on MCAs.

This report was approved by the Aspen Academy School Board on August 21, 2012 and is posted on the school website www.aspenacademymn.org under: About Aspen → Academics → Literacy Plan.

The following resources are available to provide further information on reading curriculum and reading assessments and intervention done at Aspen Academy:

Fountas and Pinnell's Benchmark Assessment System -
<http://www.heinemann.com/fountasandpinnell/reading-assessment.aspx>

ACT Aspire - <https://www.discoveractaspire.org/>

Fountas and Pinnell's Continuum of Literacy Learning -
<http://www.heinemann.com/products/E02880.aspx>

Scholastic Guided Reading Libraries -
http://shop.scholastic.com/webapp/wcs/stores/servlet/ProductDisplay_68465_-1_10001_10002

Reading A to Z – www.readingatoz.com

Fountas and Pinnell Phonics Lessons - <http://www.heinemann.com/products/E01065.aspx>

Core Knowledge Scope and Sequence - <http://coreknowledge.org/download-the-sequence>

Appendix I: Instructional Level Expectations

Fountas & Pinnell				
INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING				
	Beginning of Year (Aug.–Sept.)	1st Interval of Year (Nov.–Dec.)	2nd Interval of Year (Feb.–Mar.)	End of Year (May–June)
Grade K	C+	D+	E+	
	B	C	D	
	A	B	C	
				Below C
Grade 1	E+	G+	I+	K+
	D	F	H	J
	C	E	G	I
	Below C	Below E	Below G	Below I
Grade 2	K+	L+	M+	N+
	J	K	L	M
	I	J	K	L
	Below I	Below J	Below K	Below L
Grade 3	N+	O+	P+	Q+
	M	N	O	P
	L	M	N	O
	Below L	Below M	Below N	Below O
Grade 4	Q+	R+	S+	T+
	P	Q	R	S
	O	P	Q	R
	Below O	Below P	Below Q	Below R
Grade 5	T+	U+	V+	W+
	S	T	U	V
	R	S	T	U
	Below R	Below S	Below T	Below U
Grade 6	W+	X+	Y+	Z
	V	W	X	Y
	U	V	W	X
	Below U	Below V	Below W	Below X
Grade 7	Z	Z	Z+	Z+
	Y	Y	Z	Z
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
Grade 8	Z+	Z+	Z+	Z+
	Z	Z	Z	Z
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

KEY

Exceeds Expectations
Meets Expectations
Approaches Expectations: Needs Short-Term Intervention
Does Not Meet Expectations: Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

Appendix II: Additional Benchmark Assessments Grade Level Expectations

Optional Literacy Assessment Criteria—Kindergarten					
Optional Assessment	Description	Beginning of Year (Aug.–Sept.)	1st Interval Assessment (Nov.–Dec.)	2nd Interval Assessment (Feb.–Mar.)	End of Year (May–June)
LETTER LEARNING					
Letter Recognition <i>Individual</i> Score = 52	Children say the names of upper and lower case letters. Notice: score, speed, comparison upper and lower scores, letter confusions, sounds known (instead of letter name), knowledge of first letter of name.	1 = 6+	1 = 21+	1 = 31+	1 = 52
		2 = 5	2 = 20	2 = 30	2 = 52
		3 = 3	3 = 12	3 = 18–29	3 = 26–51
		4 = 0	4 = <12	4 = <18	4 = <26
EARLY LITERACY CONCEPTS					
Early Literacy Behaviors <i>Individual</i> Score = 10	Children demonstrate that they can use conventions related to print. Notice: speed, automaticity, evidence of left to right directionality, ability to distinguish letter and word features.	1 = 3+	1 = 6+	1 = 9+	1 = 10
		2 = 2	2 = 5	2 = 8	2 = 10
		3 = 1	3 = 4	3 = 6–7	3 = 9
		4 = 0	4 = <4	4 = <6	4 = <9
HIGH-FREQUENCY WORDS					
Reading High-Frequency Words: 25 words <i>Individual</i> Score = 25	Children read 25 high-frequency words. Notice: speed, word substitutions (similar visual features), good attempts, letter/sound relationships the reader controls.	1 = 1+	1 = 6+	1 = 16+	1 = 20+
		2 = 0	2 = 5	2 = 15	2 = 20
		3 = 0	3 = 3–4	3 = 10–14	3 = 15–24
		4 = 0	4 = <3	4 = <10	4 = <15

Key
Exceeds Expectations
Meets Expectations
Approaches Expectations: Needs Short-Term Intervention
Does Not Meet Expectations: Needs Intensive Intervention

Optional Literacy Assessment Criteria—Kindergarten, <i>continued</i>					
Optional Assessment	Description	Beginning of Year (Aug.–Sept.)	1st Interval Assessment (Nov.–Dec.)	2nd Interval Assessment (Feb.–Mar.)	End of Year (May–June)
PHONOLOGICAL/PHONEMIC AWARENESS					
One- and Two-Syllable Words: Clap Syllables Score = 10	Children say a word and clap or tap a finger for each syllable, then identify the number of syllables in the word. Notice: accuracy and quickness of response; ease of the task; number of syllables they can easily identify.	1 = 1+	1 = 9+	1 = 10	1 = 10
		2 = 0	2 = 8	2 = 10	2 = 10
		3 = 0	3 = 4–7	3 = 6–9	3 = 9
		4 = 0	4 = <4	4 = <6	4 = <9
Phonological Awareness: Initial Sounds <i>Individual</i> Score = 8	Children identify pictures with the same initial sound as a spoken word. Notice: score (sounds matched correctly); ability to orally produce initial sound.	1 = 1+	1 = 4+	1 = 7+	1 = 8
		2 = 0	2 = 4	2 = 6	2 = 8
		3 = 0	3 = 2–3	3 = 4–5	3 = 7
		4 = 0	4 = <2	4 = <4	4 = <7
Phonological Awareness: Blending Words <i>Individual</i> Score = 10	Children hear and say the individual sounds in a word and then blend the sounds to say the word. Notice: ability to listen and understand task; ability to orally blend sounds.	1 = 1+	1 = 6+	1 = 9+	1 = 10
		2 = 0	2 = 5	2 = 8	2 = 10
		3 = 0	3 = 3–4	3 = 5–7	3 = 8–9
		4 = 0	4 = <3	4 = <5	4 = <8
Phonological Awareness: Segmenting Words <i>Individual</i> Score = 10	Children say a word and then say the individual sounds separately but in sequence. Notice: ability to listen and understand task; ability to orally separate and say sounds in sequence.	1 = 1+	1 = 6+	1 = 9+	1 = 10
		2 = 0	2 = 5	2 = 8	2 = 10
		3 = 0	3 = 3–4	3 = 6–7	3 = 7–9
		4 = 0	4 = <3	4 = <6	4 = <7
Phonological Awareness: Rhyming <i>Individual</i> Score = 10	Children match words that sound alike in the ending part (rime). Notice: ability to identify and say labels of objects; ability to listen for and match sound patterns, speed.	1 = 1+	1 = 6+	1 = 9+	1 = 10
		2 = 0	2 = 5	2 = 8	2 = 10
		3 = 0	3 = 3–4	3 = 6–7	3 = 8–9
		4 = 0	4 = <3	4 = <6	4 = <8

Key
Exceeds Expectations
Meets Expectations
Approaches Expectations: Needs Short-Term Intervention
Does Not Meet Expectations: Needs Intensive Intervention

Optional Literacy Assessment Criteria—Grade 1					
Optional Assessment	Description	Beginning of Year (Aug.–Sept.)	1st Interval Assessment (Nov.–Dec.)	2nd Interval Assessment (Feb.–Mar.)	End of Year (May–June)
LETTER LEARNING					
Letter Recognition <i>Individual</i> Score = 52	Children say the names of upper and lower case letters. Notice: score, speed, comparison upper and lower scores, letter confusions, sounds known (instead of letter name), knowledge of first letter of name.	1 = 52	1 = 52	1 = 52	1 = 52
		2 = 52	2 = 52	2 = 52	2 = 52
		3 = 26–51	3 = 44–51	3 = 44–51	3 = <52
		4 = <26	4 = <44	4 = <44	4 = <52
EARLY LITERACY CONCEPTS					
Early Literacy Behaviors <i>Individual</i> Score = 10	Children demonstrate that they can use conventions related to print. Notice: speed, automaticity, evidence of left to right directionality, ability to distinguish letter and word features.	1 = 10	1 = 10	1 = 10	1 = 10
		2 = 10	2 = 10	2 = 10	2 = 10
		3 = 7–0	3 = <10	3 = <10	3 = <10
		4 = <7	4 = <10	4 = <10	4 = <10
HIGH-FREQUENCY WORDS					
Reading High Frequency Words: 100 Words <i>Individual</i> Score = 100	Children read 100 high-frequency words. Notice: speed, word substitutions (similar visual features), good attempts, letter/sound relationships the reader controls.	1 = 26+	1 = 51+	1 = 76+	1 = 100
		2 = 25	2 = 50	2 = 75	2 = 100
		3 = 15–24	3 = 25–49	3 = 50–74	3 = 75–99
		4 = <15	4 = <25	4 = <50	4 = <75
PHONOLOGICAL/PHONEMIC AWARENESS					
One- and Two- Syllable Words: Clap Syllables <i>Individual</i> Score = 10	Children say the names of pictures and sort them in two columns. Notice: speed, accuracy, need to clap more than once before responding.	1 = 10	1 = 10	1 = 10	1 = 10
		2 = 10	2 = 10	2 = 10	2 = 10
		3 = 8–9	3 = <10	3 = <10	3 = <10
		4 = <8	4 = <10	4 = <10	4 = <10

Key
Exceeds Expectations
Meets Expectations
Approaches Expectations: Needs Short-Term Intervention
Does Not Meet Expectations: Needs Intensive Intervention

Optional Literacy Assessment Criteria—Grade 1, <i>continued</i>					
Optional Assessment	Description	Beginning of Year (Aug.–Sept.)	1st Interval Assessment (Nov.–Dec.)	2nd Interval Assessment (Feb.–Mar.)	End of Year (May–June)
PHONOLOGICAL/PHONEMIC AWARENESS, <i>continued</i>					
Phonological Awareness: Initial Sounds <i>Individual</i> Score = 8	Children identify pictures with the same initial sound as a spoken word. Notice: score (sounds matched correctly); ability to orally produce initial sound.	1 = 8	1 = 8	1 = 8	1 = 8
		2 = 8	2 = 8	2 = 8	2 = 8
		3 = 6–7	3 = <8	3 = <8	3 = <8
		4 = <6	4 = <8	4 = <8	4 = <8
Phonological Awareness: Blending Words <i>Individual</i> Score = 10	Children hear and say the individual sounds in a word and then blend the sounds to say the word. Notice: ability to listen and understand task; ability to orally blend sounds.	1 = 10	1 = 10	1 = 10	1 = 10
		2 = 10	2 = 10	2 = 10	2 = 10
		3 = 9	3 = <10	3 = <10	3 = <10
		4 = <9	4 = <10	4 = <10	4 = <10
Phonological Awareness: Segmenting Words <i>Individual</i> Score = 10	Children say a word and then say the individual sounds separately but in sequence. Notice: ability to listen and understand task; ability to orally separate and say sounds in sequence.	1 = 10	1 = 10	1 = 10	1 = 10
		2 = 10	2 = 10	2 = 10	2 = 10
		3 = 8–9	3 = <10	3 = <10	3 = <10
		4 = <8	4 = <10	4 = <10	4 = <10
Phonological Awareness: Rhyming <i>Individual</i> Score = 10	Children match words that sound alike in the ending part (rime). Notice: ability to identify and say labels of objects; ability to listen for and match sound patterns, speed.	1 = 10	1 = 10	1 = 10	1 = 10
		2 = 10	2 = 10	2 = 10	2 = 10
		3 = 8–9	3 = <10	3 = <10	3 = <10
		4 = <8	4 = <10	4 = <10	4 = <10
PHONICS					
Writing Picture Names <i>Group</i> Score = 25	Children say words slowly and write the sounds they hear. Notice: score, speed. [Words do not have to be correctly spelled to score phoneme representation.]	1 = 21+	1 = 25	1 = 25	1 = 25
		2 = 20	2 = 25	2 = 25	2 = 25
		3 = 11–19	3 = 20–24	3 = <25	3 = <25
		4 = <11	4 = <19	4 = <25	4 = <25

Key
Exceeds Expectations
Meets Expectations
Approaches Expectations: Needs Short-Term Intervention
Does Not Meet Expectations: Needs Intensive Intervention

Optional Literacy Assessment Criteria—Grade 1, <i>continued</i>					
Optional Assessment	Description	Beginning of Year (Aug.–Sept.)	1st Interval Assessment (Nov.–Dec.)	2nd Interval Assessment (Feb.–Mar.)	End of Year (May–June)
<i>PHONICS, continued</i>					
Phonograms–List 1 <i>Individual</i> Score = 20	Children read words with simple phonogram patterns (CVC words with short vowels). Notice: score, substitutions, and speed.	1 = 9+	1 = 16+	1 = 20	1 = 20
		2 = 8	2 = 15	2 = 20	2 = 20
		3 = 5–7	3 = 10–14	3 = 15–19	3 = <20
		4 = <5	4 = <10	4 = <14	4 = <20
Phonograms–List 2 <i>Individual</i> Score = 20	Children read words with digraphs and short vowels in phonogram patterns. Notice: score, speed, and evidence of knowing patterns even in incorrect attempt.	1 = 1+	1 = 6+	1 = 13+	1 = 20
		2 = 0	2 = 5	2 = 12	2 = 20
		3 = 0	3 = 3–4	3 = 10–11	3 = 20
		4 = 0	4 = <3	4 = <10	4 = <20
Phonograms–List 3 <i>Individual</i> Score = 20	Children read words with long vowels and silent <i>e</i> in phonogram pattern. Notice: score, speed, and evidence of knowing patterns even in incorrect attempt.	1 = 1+	1 = 6+	1 = 13+	1 = 20
		2 = 0	2 = 5	2 = 12	2 = 18
		3 = 0	3 = 3–4	3 = 10–11	3 = 15–17
		4 = 0	4 = 3	4 = <10	4 = <15
Phonograms–List 4 <i>Individual</i> Score = 20	Children read words with a variety of phonogram patterns. Notice: score, speed, and evidence of knowing patterns even in incorrect attempt.	1 = 1+	1 = 6+	1 = 13+	1 = 20
		2 = 0	2 = 5	2 = 12	2 = 18
		3 = 0	3 = 3–4	3 = 10–11	3 = 15–17
		4 = 0	4 = 3	4 = <10	4 = <15
Consonant Blends <i>Individual</i> Score = 14	Children read words, marking the consonant blends, or words with two or three consonant sounds together. Notice: ability to use consonant blends to attempt word; number of words with consonant blends child can read; awareness of consonant blends as shown in incorrect attempts.	1 = 0	1 = 6+	1 = 9+	1 = 11+
		2 = 0	2 = 5	2 = 8	2 = 10
		3 = 0	3 = 3–4	3 = 5–7	3 = 7–9
		4 = 0	4 = <3	4 = <5	4 = <7

Key
Exceeds Expectations
Meets Expectations
Approaches Expectations: Needs Short-Term Intervention
Does Not Meet Expectations: Needs Intensive Intervention

Optional Literacy Assessment Criteria —Grade 2					
Optional Assessment	Description	Beginning of Year (Aug.–Sept.)	1st Interval Assessment (Nov.–Dec.)	2nd Interval Assessment (Feb.–Mar.)	End of Year (May–June)
HIGH FREQUENCY WORDS					
Reading High-Frequency Words: 100 Words <i>Individual Score = 100</i>	Children read 100 high-frequency words. Notice: speed, word substitutions (similar visual features), good attempts, letter/sound relationships the reader controls.	1 = 100	1 = 100	1 = 100	1 = 100
		2 = 100	2 = 100	2 = 100	2 = 100
		3 = <100	3 = <100	3 = <100	3 = <100
		4 = <100	4 = <100	4 = <100	4 = <100
Reading High-Frequency Words: 200 Words <i>Individual Score = 200</i>	Children read 200 high-frequency words. Notice: speed, word substitutions (similar visual features), good attempts, letter/sound relationships the reader controls.	1 = 101+	1 = 150+	1 = 175+	1 = 200
		2 = 100	2 = 125	2 = 150	2 = 175+
		3 = 75	3 = 100–124	3 = 149	3 = 150–174
		4 = 50	4 = <124	4 = <125	4 = <174
PHONICS					
Word Writing <i>Individual Score = number of accurately spelled words (Time will create an upper limit)</i>	Children write all of the words they can write within a designated time limit (maximum 10 minutes; stop when the child can write no more). Notice: evidence of knowledge of word connections, phonograms, spelling patterns, word endings; ability to hear sounds and represent with letters; known high-frequency words; speed.	1 = 51+	1 = 61+	1 = 71+	1 = 81+
		2 = 50	2 = 60	2 = 70	2 = 80
		3 = 40–49	3 = 50–59	3 = 60–69	3 = 70–79
		4 = <40	4 = <50	4 = <60	4 = <70
Phonograms–List 1 <i>Individual Score = 20</i>	Children read words with simple phonogram patterns (CVC words with short vowels). Notice: score, substitutions, and speed.	1 = 20	1 = 20	1 = 20	1 = 20
		2 = 20	2 = 20	2 = 20	2 = 20
		3 = <20	3 = <20	3 = <20	3 = <20
		4 = <20	4 = <20	4 = <20	4 = <20
Phonograms–List 2 <i>Individual Score = 20</i>	Children read words with digraphs and short vowels in phonogram patterns. Notice: score, speed, and evidence of knowing patterns even in incorrect attempt.	1 = 20	1 = 20	1 = 20	1 = 20
		2 = 20	2 = 20	2 = 20	2 = 20
		3 = <20	3 = <20	3 = <20	3 = <20
		4 = <20	4 = <20	4 = <20	4 = <20

Key
Exceeds Expectations
Meets Expectations
Approaches Expectations: Needs Short-Term Intervention
Does Not Meet Expectations: Needs Intensive Intervention

Optional Literacy Assessment Criteria — Grade 2, <i>continued</i>					
Optional Assessment	Description	Beginning of Year (Aug.–Sept.)	1st Interval Assessment (Nov.–Dec.)	2nd Interval Assessment (Feb.–Mar.)	End of Year (May–June)
PHONICS, <i>continued</i>					
Phonograms–List 3 <i>Individual</i> Score = 20	Children read words with long vowels and silent <i>e</i> in phonogram pattern. Notice: score, speed, and evidence of knowing patterns even in incorrect attempt.	1 = 19+	1 = 20	1 = 20	1 = 20
		2 = 18	2 = 20	2 = 20	2 = 20
		3 = 15–17	3 = <20	3 = <20	3 = <20
		4 = <15	4 = <20	4 = <20	4 = <20
Phonograms–List 4 <i>Individual</i> Score = 20	Children read words with a variety of phonogram patterns. Notice: score, speed, and evidence of knowing patterns even in incorrect attempt.	1 = 19+	1 = 20	1 = 20	1 = 20
		2 = 18	2 = 20	2 = 20	2 = 20
		3 = 15–17	3 = <20	3 = <20	3 = <20
		4 = <15	4 = <20	4 = <20	4 = <20
Consonant Blends <i>Individual</i> Score = 14	Children read words, marking the consonant blends, or words with two or three consonant sounds together. Notice: ability to use consonant blends to attempt word; number of words with consonant blends child can read; awareness of consonant blends as shown in incorrect attempts.	1 = 11+	1 = 13+	1 = 14	1 = 14
		2 = 10	2 = 12	2 = 14	2 = 14
		3 = 7–9	3 = 9–11	3 = <14	3 = <14
		4 = <7	4 = <9	4 = <14	4 = <14
Vowel Clusters: List 1 <i>Individual</i> Score = 23	Children read words with vowels that appear together and represent one sound (simple vowel clusters (<i>oe, ea, ai, oo</i>)). Notice: score, knowledge of vowel clusters shown in attempts, vowel clusters the reader controls.	1 = 8+	1 = 13+	1 = 19+	1 = 23
		2 = 8	2 = 12	2 = 18	2 = 22
		3 = 5–7	3 = 9–11	3 = 15–17	3 = 18–21
		4 = <5	4 = <9	4 = <15	4 = <18
Vowel Clusters: List 2 <i>Individual</i> Score = 20	Children read words with vowels that appear together and represent one sound (a greater variety of vowel clusters including combinations with <i>w</i>). Notice: score, knowledge of vowel clusters shown in attempts, vowel clusters the reader controls.	1 = 7+	1 = 11+	1 = 16+	1 = 20
		2 = 6	2 = 10	2 = 15	2 = 18
		3 = 3–5	3 = 7–9	3 = 12–14	3 = 15–17
		4 = <3	4 = <7	4 = <12	4 = <15

Key
Exceeds Expectations
Meets Expectations
Approaches Expectations: Needs Short-Term Intervention
Does Not Meet Expectations: Needs Intensive Intervention

Fountas and Pinnell Benchmark Assessment System—Grade 3					
Optional Assessment	Description	Beginning of Year (Aug.–Sept.)	1st Interval Assessment (Nov.–Dec.)	2nd Interval Assessment (Feb.–Mar.)	End of Year (May–June)
HIGH FREQUENCY WORDS					
Reading High-Frequency Words—100 <i>Individual</i> Score = 100	Students read 100 high frequency words (Lists 1, 2, 3, 4, and 5. Notice: speed, word substitutions (similar visual features), good attempts, letter/sound relationships the reader controls	1 = 100	1 = 100	1 = 100	1 = 100
		2 = 100	2 = 100	2 = 100	2 = 100
		3 = <100	3 = <100	3 = <100	3 = <100
		4 = <100	4 = <100	4 = <100	4 = <100
Reading High-Frequency Words—200 <i>Individual</i> Score = 200	Students read 200 high frequency words (Lists 1, 2, 3, 4, and 5. Notice: speed, word substitutions (similar visual features), good attempts, letter/sound relationships the reader controls	1 = 200+	1 = 200	1 = 200	1 = 200
		2 = 175-199	2 = 200	2 = 200	2 = 200
		3 = 150-174	3 = 175-199	3 = <200	3 = <200
		4 = <150	4 = <175	4 = <200	4 = <200
PHONICS					
Phonograms I Score = 80	Students read words with simple phonogram patterns (Lists 1, 2, 3, and 4. Notice: evidence of awareness of patterns, particular patterns that are not known	1 = 80	1 = 80	1 = 80	1 = 80
		2 = 80	2 = 80	2 = 80	2 = 80
		3 = 60-79	3 = <80	3 = <80	3 = <80
		4 = <60	4 = <80	4 = <80	4 = <80
Phonograms II List 1 <i>Individual</i> Score = 18	Students read words with phonogram patterns. Notice: score, speed, patterns	1 = 7+	1 = 11+	1 = 13+	1 = 18
		2 = 6	2 = 10	2 = 12	2 = 18
		3 = 3-5	3 = 7-9	3 = 10-11	3 = 15-17
		4 = <3	4 = <7	4 = <10	4 = <15

Key
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Fountas and Pinnell Benchmark Assessment System— Grade 3 <i>continued</i>					
Optional Assessment	Description	Beginning of Year (Aug.–Sept.)	1st Interval Assessment (Nov.–Dec.)	2nd Interval Assessment (Feb.–Mar.)	End of Year (May–June)
PHONICS, <i>continued</i>					
Phonograms II List 2 <i>Individual</i> Score = 18	Students read words with phonogram patterns. Notice: score, speed, patterns	1 = 7+	1 = 11+	1 = 15+	1 = 17+
		2 = 6	2 = 10	2 = 14	2 = 16
		3 = 3-5	3 = 7-9	3 = 11-13	3 = 13-15
		4 = <3	4 = <7	4 = <11	4 = <13
Phonograms II List 3 <i>Individual</i> Score = 24	Students read words with phonogram patterns. Notice: score, speed, patterns	1 = 9+	1 = 13+	1 = 19+	1 = 21+
		2 = 8	2 = 12	2 = 18	2 = 20
		3 = 4-7	3 = 9-11	3 = 13-17	3 = 15-19
		4 = <4	4 = <9	4 = <13	4 = <15
Phonograms II List 4 <i>Individual</i> Score = 24	Students read words with phonogram patterns. Notice: score, speed, patterns	1 = 9+	1 = 13+	1 = 19+	1 = 21+
		2 = 8	2 = 12	2 = 18	2 = 20
		3 = 3-7	3 = 7-11	3 = 9-17	3 = 15-19
		4 = <3	4 = <7	4 = <9	4 = <15
Phonograms II List 5 <i>Individual</i> Score = 25	Students read words with phonogram patterns. Notice: score, speed, patterns	1 = 9+	1 = 13+	1 = 19+	1 = 21+
		2 = 8	2 = 12	2 = 18	2 = 20
		3 = 3-7	3 = 7-11	3 = 13-17	3 = 15-19
		4 = <3	4 = <7	4 = <13	4 = <15
Phonograms II List 6 <i>Individual</i> Score = 25	Students read words with phonogram patterns. Notice: Score, speed, patterns	1 = 9+	1 = 13+	1 = 19+	1 = 21+
		2 = 8	2 = 12	2 = 18	2 = 20
		3 = 3-7	3 = 7-11	3 = 13-17	3 = 15-19
		4 = <3	4 = <7	4 = <13	4 = <15
Consonant Blends <i>Individual</i> Score = 14	Students read words, marking the consonant blends, or words with two or three consonant sounds together. Notice: ability to use consonant blends to attempt word; number of words with consonant blends student can read; awareness of consonant blends as shown in incorrect attempts.	1 = 14	1 = 14	1 = 14	1 = 14
		2 = 14	2 = 14	2 = 14	2 = 14
		3 = <14	3 = <14	3 = <14	3 = <14
		4 = <14	4 = <14	4 = <14	4 = <14

Key
Exceeds Expectations
Meets Expectations
Approaches Expectations: Needs Short-Term Intervention
Does Not Meet Expectations: Needs Intensive Intervention

Fountas and Pinnell Benchmark Assessment System— Grade 3 <i>continued</i>					
Optional Assessment	Description	Beginning of Year (Aug.–Sept.)	1st Interval Assessment (Nov.–Dec.)	2nd Interval Assessment (Feb.–Mar.)	End of Year (May–June)
PHONICS, <i>continued</i>					
Vowel Clusters List 1 <i>Individual</i> Score = 23	Students read words with vowels that appear together and represent one sound (simple vowel clusters <i>ee, ea, ai, oo</i>). Notice: score, knowledge of vowel clusters shown in attempts, vowel clusters the reader controls	1 = 8+	1 = 12+	1 = 16+	1 = 22+
		2 = 3-7	2 = 7-11	2 = 15	2 = 21
		3 = 1-2	3 = 3-6	3 = 11-14	3 = 15-20
		4 = <1	4 = <3	4 = <11	4 = <15
Vowel Clusters List 2 <i>Individual</i> Score = 20	Students read words with vowels that appear together and represent one sound (a greater variety of vowel clusters including combinations with <i>w</i>). Notice: score, knowledge of vowel clusters shown in attempts, vowel clusters the reader controls	1 = 19+	1 = 20	1 = 20	1 = 20
		2 = 18	2 = 20	2 = 20	2 = 20
		3 = 15-17	3 = 17-19	3 = <20	3 = <20
		4 = <15	4 = <17	4 = <20	4 = <20
Vowel Clusters List 3 <i>Individual</i> Score = 14	Students read words with vowels that appear together and represent one sound (vowel clusters with <i>r</i>). Notice: score, knowledge of vowel clusters shown in attempts, vowel clusters the reader controls	1 = 13+	1 = 14	1 = 14	1 = 14
		2 = 12	2 = 14	2 = 14	2 = 14
		3 = 9-11	3 = 11- 13	3 = <14	3 = <14
		4 = <9	4 = <11	4 = <14	4 = <14
WORD STRUCTURE					
Suffixes I <i>Individual</i> Score = 10	Students read words with more complex suffixes. Notice: score, particular suffixes recognized (even in incorrect attempts), speed	1 = 10	1 = 10	1 = 10	1 = 10
		2 = 10	2 = 10	2 = 10	2 = 10
		3 = 6-9	3 = <10	3 = <10	3 = <10
		4 = <6	4 = <10	4 = <10	4 = <10
Suffixes II <i>Individual</i> Score = 15	Students read words with more complex suffixes. Notice: score, particular suffixes recognized (even in incorrect attempts), speed	1 = 5+	1 = 7+	1 = 9+	1 = 11+
		2 = 4	2 = 6	2 = 8	2 = 10
		3 = 2-3	3 = 4-5	3 = 6-7	3 = 8-9
		4 = <2	4 = <4	4 = <6	4 = <8

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Appendix III : 2010 English Language Arts Standards

Alignment to Instruction and Curriculum at Aspen Academy

Reading Benchmarks K-3: Literature					
Kindergarten:					
Key Ideas and Details					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
0.1.1.1 – With prompting and support, ask and answer questions about key details in a text.	* Pick up important information in a text and remember to use it in a discussion * Talk about interesting information in a text	Core Knowledge literature such as <i>A Tug of War</i> and <i>The Velveteen Rabbit</i>	* Remember and talk about interesting information in a text * Ask questions, demonstrating curiosity * Participate actively in discussion	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Ask questions to clarify or deepen understanding of a text * Share thinking about a story or topic
0.1.2.2 – With prompting and support, retell familiar stories, including key details.	*Discuss the text after reading, remembering important information or details of a story * Retell a familiar story	Core Knowledge literature such as <i>Little Red Riding Hood</i> and <i>Cinderella</i>	* Make connections that are text to self and text to text. * Tell a summary of the text after reading * Follow the events of a plot and remember them after reading	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Reenact or retell stories that have been heard * Tell stories in response to pictures
0.1.3.3 – With prompting and support, identify characters, settings and major events in a story.	* Talk about characters, problems and events in a story. * Identify characters, events in a story	Core Knowledge literature such as <i>The Lion and the Mouse</i> and <i>The Grasshopper and the Ants</i>	* Bring background knowledge to understanding of characters and content of a text * Predict what will happen next * Infer characters intentions or feelings	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Use drawing to represent characters and actions from a story * Use interactive writing and drawing to show the events of a story in a sequence
Craft and Structure					
Minnesota State	Fountas and	Curriculum	Fountas and	Curriculum	Fountas and

Standard	Pinnell Continuum of Literacy alignment for Whole group	Materials	Pinnell Continuum of Literacy alignment for Small group	Materials	Pinnell Continuum of Literacy alignment for Intervention and curriculum
0.1.4.4 – Ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> * Acquire understanding of new words from context. * Use new words in discussion of text * Acquire new vocabulary from listening and use it in discussion 	Core Knowledge literature such as <i>Chicken Little</i> and <i>The Legend of the Jumping Mouse</i>	<ul style="list-style-type: none"> * Understand the meaning of the words during reading * Notice and sometimes use new words from a text 	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z <ul style="list-style-type: none"> * Use new words in discussion of a text * Understand the meaning of new words after reading them in a text and talking about them
0.1.5.5 – Recognize common types of texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> * Notice how texts are different from each other (fiction versus nonfiction) * Compare different versions of the same story, rhyme, or traditional tale 	Core Knowledge literature such as Nursery Rhymes, Poems, Aesop’s fables, science and social studies nonfiction books	<ul style="list-style-type: none"> * Use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture book, information book, picture book, character, problem 	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z <ul style="list-style-type: none"> * Talk about how texts are similar and how they are different * Begin to form opinions about books and say why * Notice when a text is funny and say why * Notice when the writer/illustrator has used special features of print * Notice when the writer has made the text rhyme
0.1.6.6 – With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<ul style="list-style-type: none"> * Recognize some authors by the style of their illustrations, their topics or the characters they use. 	Core Knowledge literature such as <i>The Little Red Hen</i> and <i>The Ugly Duckling</i>	<ul style="list-style-type: none"> * Understand that an author wrote the book * Understand that an artist illustrated the book 	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z <ul style="list-style-type: none"> * Recognize that one author or illustrator might create several books * Use the names of authors and illustrators
Integration of Knowledge and Ideas					
Minnesota State Standard	Fountas and Pinnell Continuum of	Curriculum Materials	Fountas and Pinnell Continuum of	Curriculum Materials	Fountas and Pinnell Continuum of

	Literacy alignment for Whole group		Literacy alignment for Small group		Literacy alignment for Intervention and curriculum
0.1.7.7 – With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)	* Use details from illustrations to support points made in discussion * Notice and derive information from pictures * Interpret illustrations	Core Knowledge literature such as <i>Winnie the Pooh</i> and <i>Momotaro: Peach Boy</i>	* Use details from illustrations to support points made in discussion * Notice and derive information from pictures	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Understand that there can be different interpretations of the illustrations * Notice and use information from pictures to understand and remember text * Discuss the meaning of illustrations
0.1.9.9 – With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	* Talk about characters, problems, and events in a story * Make predictions about what a character is likely to do * Infer how a character feels	Core Knowledge literature such as <i>Cinderella</i> , <i>Goldilocks and the Three Bears</i> , <i>The Three Little Pigs</i>	* Bring background knowledge to understanding characters and their problems * Infer characters' intentions or feelings * Compare and contrast the experiences and adventures of characters in stories * Express opinions about characters or about their feelings or motives	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Understand that there can be different versions of the same story * Talk about what a character is like, how a character feels, or what a character might do (inference)
Range of Reading and Text complexity					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
0.1.10.10 – Actively engage in group reading activities with	* Listen with attention and understanding to oral reading	Core Knowledge literature such as Nursery	* Read along with others on familiar texts * Have opinions	Guided Reading materials from	Reading A to Z * Read materials at student level as assessed by

purpose and understanding including the appropriate selection of texts for personal enjoyment, interest and academic tasks.	of stories, poems, and informational texts * Recognize common text types or forms	Rhymes, Poems, Aesop's fables, science and social studies nonfiction books	about texts * Recognize texts that are realistic, fantasy or true informational	Scholastic Leveled libraries	the Benchmark Assessment System
First Grade:					
Key Ideas and Details					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
1.1.1.1 – Ask and answer questions about key details in a text.	* Pick up important information in a text and remember to use it in a discussion * Listen with attention and understanding to oral reading of stories, poems, and informational texts * Form clear questions to gain information * Participate actively in whole-class discussion	Core Knowledge literature such as <i>Hansel and Gretel</i> and <i>It Could Always Be Worse</i>	* Talk about interesting and new information in a text. * Participate actively in discussion with peers or partners or in small group * Ask many questions, demonstrating curiosity. * Ask and answer questions about key	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Remember and talk about interesting information in a text * Ask questions, demonstrating curiosity * Participate actively in discussion
1.1.1.2 – Retell stories, including key details, and demonstrate understanding of their central message or lesson.	* Remember important information * Identify important ideas in a text and report them in an organized way, either orally or in writing.	Core Knowledge literature such as <i>Mufaro's Beautiful Daughters</i> and <i>Pinocchio</i>	* Tell a summary of the text after reading * Retell stories, including key details, demonstrate understanding of the important message or lesson	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Make connections that are text to self and text to text. * Tell a summary of the text after reading * Follow the events of a plot and remember

					them after reading
1.1.3.3. – Describe characters, settings and major events in a story, using key details.	* Recognize characters and report important details after reading * Follow the events of a plot with multiple events * Understand the problem in a story	Core Knowledge literature such as <i>Rumpelstiltskin</i> and <i>Sleeping Beauty</i>	* Infer and discuss character's feelings * Show empathy for characters and infer their feelings and motivations * Understand the problem in a story and when and why it is solved	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Bring background knowledge to understanding of characters and content of a text * Predict what will happen next * Infer characters intentions or feelings
Key Ideas and Details					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
1.1.4.4 – Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	* Notice the words that the writer has used to make the story or content interesting * Understand the words while listening to a story or factual text * Identify sensory words and phrases in stories and poems	Core Knowledge literature such as Core Knowledge selected poems	* Notice how the writer has used language or words to make a text interesting or funny. * Notice and repeat memorable language * Use text as a resource for words, phrases, ideas	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Understand the meaning of the words during reading * Notice and sometimes use new words from a text
1.1.5.5 – Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Students should be exposed to and understand aspects of: - poems - short poems and nursery rhymes - traditional folktales - simple animal fantasy * Understand fiction is not real	Core Knowledge literature such as Core Knowledge poems, stories, Aesop fables and science and social studies nonfiction topics	Students should be exposed to and understand aspects of: - realistic fiction - factual texts - memoir * Notice how texts are different from each other	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture book, information book, picture book, character, problem

	and nonfiction provides information				
1.1.6.6 – Identify who is telling the story at various points in a text.	* Process texts with simple dialogue and some pronouns, all assigned to speakers	Core Knowledge literature such as Aesop’s fables	* Process texts with split dialogue, all assigned to speakers. * Participate in complex reading with alternate parts, recognizing turn by cues from the text	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Understand that an author wrote the book * Understand that an artist illustrated the book
Integration of Knowledge and ideas					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
1.1.7.7 – Use illustrations and details in a story to describe its characters, setting, or events.	* Use details from illustrations to support points made in discussion * Interpret illustrations	Core Knowledge literature such as <i>Brer Rabbit</i> , <i>Jack and the Beanstalk</i> , and <i>Rapunzel</i>	* Notice and derive information from pictures. * Share knowledge of story structure by describing setting, characters, events or ending * Notice details in illustrations or photographs	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Use details from illustrations to support points made in discussion * Notice and derive information from pictures
1.1.9.9 – Compare and contrast the adventures and experiences of characters in stories.	* Compare different versions of the same story, rhyme or traditional tale * Have opinions about texts and state the basis for opinions	Core Knowledge literature such as versions of <i>Little Red Riding Hood</i> , <i>Tom Thumb stories</i> and <i>Cinderella stories</i>	* Predict what will happen next in a text or what a character will do * Use specific vocab to write about texts (author, illustrator, cover, title character, problem, events)	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Bring background knowledge to understanding characters and their problems * Infer characters’ intentions or feelings * Compare and contrast the experiences and adventures of characters in stories

					* Express opinions about characters or about their feelings or motives
Range of Reading and Text Complexity					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
1.1.10.10 – With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest and academic tasks.	* Selected texts based on the Continuum of Literacy Learning * Develop new concepts, understandings, and ideas from listening to and discussing texts * Express opinions about stories or poems	Core Knowledge literature such as Core Knowledge poetry, literature and science and social studies nonfiction books	* Recognize the names of some authors and illustrators and have favorites and state reasons for liking them * Discuss the characteristics of the work of some authors and illustrators	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Read materials at student level as assessed by the Benchmark Assessment System
Second Grade:					
Key Ideas and Details					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
2.1.1.1 – Ask and answer questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	* Ask clear questions for clarification to gain information * Notice and remember facts, concepts, or ideas from a text	Core Knowledge literature such as <i>A Christmas Carol</i> and <i>Charlotte’s Web</i>	* Notice and remember facts, concepts, or ideas from a text * Identify important ideas in a text and report them in an organized way, either orally or in writing	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Talk about interesting and new information in a text. *Participate actively in discussion with peers or partners or in small group * Ask many questions, demonstrating curiosity.

					* Ask and answer questions about key
2.1.2.2 – Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral.	* Read traditional literature (folktales, fables) * Identify important ideas in a text and report them in an organized way, either orally or in writing	Core Knowledge literature such as <i>The Magic Paintbrush, El Pajaro Cu, Talk, The Tiger, the Braman and the Jackal and The Tongue-Cut Sparrow</i>	* Retell stories including key details, and demonstrate understanding of the important message or lesson * Compare and contrast two or more stories from varied cultures	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Tell a summary of the text after reading * Retell stories, including key details, demonstrate understanding of the important message or lesson
2.1.3.3 – Describe how characters in a story respond to major events and challenges.	* Infer character’s feelings and motivations from description, what they do or say and what others think about them * Talk about characters in a story in a discussion of how to read it	Core Knowledge literature such as <i>The Emperor’s New Clothes and The Fisherman and his Wife</i>	* Demonstrate understandings of character, using evidence from text to support statements * Compare and contrast traits of characters * Represent information about characters	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Infer and discuss character’s feelings * Show empathy for characters and infer their feelings and motivations * Understand the problem in a story and when and why it is solved
Craft and Structure					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
2.1.4.4 – Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.	* Notice language that has potential for shared and performance reading * Notice and repeat memorable language * Identify sensory words and phrases in	Core Knowledge literature such as Core Knowledge poetry	* Begin to understand the subtle changes in meaning that a writer can convey through word choice	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Notice how the writer has used language or words to make a text interesting or funny. * Notice and repeat memorable language * Use text as a resource for

	stories or poems				words, phrases, ideas
2.1.5.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<ul style="list-style-type: none"> * Recognize and identify parts of stories, such as beginning, series of events, and endings * Relate important ideas in the text to each other and to ideas in other texts * Represent information, concepts, setting, events, characters and story problems through drawing and/or writing 	Core Knowledge literature such as <i>Beauty and the Beast</i> and <i>Iktomi stories</i>	<ul style="list-style-type: none"> * Notice and remember the events of a story in sequence * Notice and understand the problem of a story and how it is solved * Think about and interpret the significance of events in a story * Create texts that have some of the characteristics of published texts * Produce some simple graphic representations of a story 	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z Students should be exposed to and understand aspects of: - realistic fiction - factual texts - memoir * Notice how texts are different from each other
2.1.6.6 – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<ul style="list-style-type: none"> * Recite poems or tell stories with effective use of intonation and word stress to emphasize important ideas, engage listeners' interest, and show character traits 	Core Knowledge literature such as <i>Iktomi stories</i> and Greek myths	<ul style="list-style-type: none"> * Infer a character's feelings or motivations as preparation for reading in the character's voice * Notice characters that have memorable traits and would be good for performance reading * Participate in more complex reading with alternate parts, recognizing turn by cues from the text 	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Process texts with split dialogue, all assigned to speakers. * Participate in complex reading with alternate parts, recognizing turn by cues from the text
Integration of Knowledge and Ideas					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum

2.1.7.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.	* Use details from illustrations to contribute to text interpretation * Notice how layout of pictures or print affects the way you read it * Make notes of new information and understandings * Describe relationships between illustrations and text	Core Knowledge literature such as Greek Myths and American folk heroes	* Interpret illustrations and discuss how they make readers feel * Notice details in illustrations or photographs * Write opinions about a text and back them up with specific information or reasons	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Notice and derive information from pictures. * Share knowledge of story structure by describing setting, characters, events or ending * Notice details in illustrations or photographs
2.1.9.9 – Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota.	* Compare different versions of the same story, rhyme, or traditional tale using graphic organizers, drawings or in sentences	Core Knowledge literature such as Greek myth versions, American folk heroes versions	* Compare and contrast traits of characters or settings * Make connections to other texts by topic and genres	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Predict what will happen next in a text or what a character will do * Use specific vocab to write about texts (author, illustrator, cover, title character, problem, events)
Range of Reading and Text Complexity					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
2.1.10.10 – By the end of the year, select, read and comprehends literature including stories and poetry for personal enjoyment, interest and academic tasks, in	* Read alouds should include informational texts and scientific and technical topics as selected per the gradient and instructional level expectations	Core Knowledge literature such as Core Knowledge poetry, literature, <i>Charlotte's Web</i> novel, Greek myths, American folk	* Small group choices should include informational texts and scientific and technical topics as selected per the gradient and instructional level expectations	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Read materials at student level as assessed by the Benchmark Assessment System

the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range.		tales as well as nonfiction titles for science and social studies topics			
Third Grade:					
Key Ideas and Details					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
3.1.1.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	* Identify important ideas in a text and report them in an organized way either orally or written * Reflect both prior knowledge and evidence from the text in responses to text	Core Knowledge literature such as <i>The Wind in the Willow</i> and Native American myths	* Self monitor and ask questions when meaning is lost * Justify predictions using evidence	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Notice and remember facts, concepts, or ideas from a text * Identify important ideas in a text and report them in an organized way, either orally or in writing
3.1.2.2 – Recount stories including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.	* Understand how one event builds on another throughout the text * Recognize moral lessons in text * Use knowledge from a text to help in understanding diverse cultures and setting encountered in new text	Core Knowledge literature such as Roman myths, Norse myths, Native American myths, <i>The Little Match Girl</i>	* Identify main ideas and support details	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Retell stories including key details, and demonstrate understanding of the important message or lesson * Compare and contrast two or more stories from varied cultures
3.1.3.3 – Describe characters in a story (e.g., their traits, motivations or feelings) and	* Infer characters' feelings and motivations from	Core Knowledge literature such as <i>The Wind in the Willows</i> and	* Predict what characters will do based on the traits revealed by the writer as well	Guided Reading materials from Scholastic	Reading A to Z * Demonstrate understandings of character, using evidence

explain how their actions contribute to the sequence of events.	description, what they say or do and what other say about them * Recognize and discuss aspects of narrative structure (beginning, series of events, high point of the story, ending)	<i>Alice in Wonderland</i>	as inferred characteristics * Infer characters' feelings and motivations through reading their dialogue and what other characters say about them * Predict logically, supported by evidence, what will happen next in a text or what a character will do	Leveled libraries	from text to support statements * Compare and contrast traits of characters * Represent information about characters
Craft and Structure					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
3.1.4.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language including figurative language such as similies.	* Recognize and actively work to solve new vocabulary words * Distinguish fact and opinion	Core Knowledge literature such as Core Knowledge poetry	* Identify words with multiple meanings, discuss alternative meanings, and select the precise meaning within the text * Use the context of a sentence, paragraph or whole text to determine the meaning of a word	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Begin to understand the subtle changes in meaning that a writer can convey through word choice
3.1.5.5 – Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.	* Use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture book, picture book, character, problem, solution, series book, dedication,	Core Knowledge literature such as Core Knowledge poetry, <i>Alice in Wonderland</i> drama	* Use specific vocabulary to write about texts: author, illustrator, cover, dedication, endpapers, author's note, illustrator's note, character, main character, setting, problem, events, resolution, theme, fiction/nonfiction,	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Notice and remember the events of a story in sequence * Notice and understand the problem of a story and how it is solved * Think about and interpret the significance of

	endpapers, book jacket, title page, chapters, resolution, main character, setting, fiction, nonfiction, informational book, literary nonfiction, poetry, author's note, illustrator's note, double page spread, names of fiction genres		poetry, table of contents, topics		events in a story * Create texts that have some of the characteristics of published texts * Produce some simple graphic representations of a story
3.1.6.6 – Distinguish their own point of view from that of the narrator or those of the characters.	* State opinions about a text and show evidence to support them * Write opinions about a text and back them up with specific information or reasons	Core Knowledge literature such as <i>Wind in the Willows</i> and <i>Alice in Wonderland</i> and <i>Arabian Nights</i>	* Describe or interpret through drawing the characteristic of a writer's work or an illustrator's work	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Infer a character's feelings or motivations as preparation for reading in the character's voice * Notice characters that have memorable traits and would be good for performance reading * Participate in more complex reading with alternate parts, recognizing turn by cues from the text
Integration of Knowledge and Ideas					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
3.1.7.7 – Explain how specific aspects of a text's illustrations contribute to	* Discuss the characteristics of the work of some author's and illustrators	Core Knowledge literature such as <i>The Little Match Girl</i> and	* Infer setting, characters' traits, and feelings and plot from illustration in	Guided Reading materials from Scholastic	Reading A to Z * Interpret illustrations and discuss how they make readers

what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	* Describe the relationships between illustrations and text	Greek/Roman myths and Norse myths	graphic texts. * Assess how graphics add to the quality of the text or provide additional information	Leveled libraries	feel * Notice details in illustrations or photographs * Write opinions about a text and back them up with specific information or reasons
3.1.9.9 – Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	* Relate important ideas in the text to each other and to ideas in other texts * Compare two or more writers with graphic organizers or drawings	Core Knowledge literature such as multiple versions of <i>Wind in the Willows</i> and <i>Alice in Wonderland</i>	* Make connections between the text and other texts that have been read or heard and demonstrate in writing * Specify the nature of connections (topic, Content, type of story, writer)	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Compare and contrast traits of characters or settings * Make connections to other texts by topic and genres
Range of Reading and Text Complexity					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
3.1.10.10 – By the end of the year read and comprehend literature and other texts including stories, dramas and poetry at the high end of the grades 2-3 text complexity band independently and proficiently. Self-select texts for personal enjoyment, interest and academic tasks.	* Make connections to prior knowledge and use it to identify and incorporate new knowledge * Describe (or interpret through drawing) the characteristics of a writer’s work or an illustrator’s work	Core Knowledge literature such as Core Knowledge poetry, literature and novels as well as nonfiction books on science and social studies topics	* Differentiate between what is known and new information	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Read materials at student level as assessed by the Benchmark Assessment System

Reading Benchmarks K-3: Informational Text					
Kindergarten:					
Key Ideas and Details					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
0.2.1.1 – With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> * Talk about interesting information in a text * Remember and talk about interesting information in a text * Listen with attention and understanding to oral reading of stories, poems, and informational texts * Participate actively in whole-class discussions 	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	<ul style="list-style-type: none"> * Pick up important information in a text and remember to use it in a discussion * Ask many questions, demonstrating curiosity * Participate in small group discussions * Form clear questions to gain information 	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z <ul style="list-style-type: none"> * Pick up important information while listening and use it in discussion * Ask questions to clarify or deepen understanding of a text * Show awareness of a topic and make related comments or pose related questions
0.2.2.2 – With prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> * Remember details while reading * Identify the main topic and key information in a nonfiction text. 	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	<ul style="list-style-type: none"> * Discuss the text after reading, remembering important information or details of a story 	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z <ul style="list-style-type: none"> *Retell important parts of a story using the pictures after hearing several times * Tell stories in response to pictures
0.2.3.3 – With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	<ul style="list-style-type: none"> * Make connections between texts on the same topic or with the same content 	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	<ul style="list-style-type: none"> * Check information in the text against own experiences * Identify similarities in and differences between two texts on the same topic 	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z <ul style="list-style-type: none"> *Make connections between new texts and those heard before * Talk about how texts are similar and how they are different

Craft and Structure					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
0.2.4.4 – With prompting and support, ask and answer questions about unknown words in a text.	* Acquire new vocabulary from listening and use it in discussion	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Acquire understanding of new words from context * Use new words in discussion of text	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Use new words in discussion of a text *Use some vocabulary from stories *Notice and remember some interesting language from a text, sometimes using it to dictate stories or talk about drawings
0.2.5.5 – Identify the front cover, back cover and title page of a book.	* Know title, author, illustrator on cover and title page	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Know title, author, illustrator on cover and title page	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Use some letter-like forms, letters or temporary spellings to create texts that have some of the characteristics of published texts (cover, title, author, illustrations)
0.2.6.6 – Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	* Understand that an author write the book * Understand that an artist illustrated the book * Have some favorite writers or illustrators	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Notice the words the author used to make the story or content interesting * Recognize some authors by the style of their illustrations, their topics or the characters they use	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Understand that an author wrote the book * Understand that an illustrator created te pictures in the book *Use specific vocabulary to talk about texts: author, illustrator, cover, title, page, problem,

Integration of Knowledge and Ideas					beginning ending
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
0.2.7.7 – With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	<ul style="list-style-type: none"> * Use details from illustrations to support points made in discussion * Identify and talk about interesting information in a text or illustrations * Recognize interesting new information and add it to their understandings 	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	<ul style="list-style-type: none"> * Notice and derive information from pictures * Notice how layout of pictures or print affects the way you read it – for example, larger font or bold 	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z <ul style="list-style-type: none"> * Notice and use important information from pictures * Interpret meaning from illustrations * Use details from illustrations in discussion of informational text
0.2.8.8 – With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> * Give reasons to support thinking * Have opinions about texts and state the basis for the opinion 	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	<ul style="list-style-type: none"> * Bring background knowledge to understanding the content of a text * Express opinions about facts or information learned 	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z <ul style="list-style-type: none"> * Give reasons to support thinking * Share thinking about a topic
0.2.9.9 – With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	<ul style="list-style-type: none"> * Identify similarities in and differences between two texts on the same topic 	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	<ul style="list-style-type: none"> * Make connections between texts on the same topic or with the same content 	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z <ul style="list-style-type: none"> * Make connections between texts and their own lives * Make connections between new texts and those heard before * Understand that there can be different versions about the same topic * Talk about how

					texts are similar and how they are different
Range of Reading and Text Complexity					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
0.2.10.10 – Actively engages in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest and academic tasks.	* Show interest in listening to and talk about stories, poems or informational texts * Listen with attention and understanding to oral reading of stories, poems, and information texts	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Learn how to select texts for different reading purposes	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Read materials at student level as assessed by the Benchmark Assessment System
First Grade:					
Key Ideas and Details					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
1.2.1.1 – Ask and answer questions about key details in a text.	* Pick up important information in a text and remember to use it in a discussion * Listen with attention and understanding to oral reading of stories, poems, and informational texts * Participate	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Talk about interesting and new information * Form clear questions to gain information * Participate actively in small group discussion * Ask many questions, demonstrating curiosity	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Pick up important information in a text and remember to use it in a discussion * Ask many questions, demonstrating curiosity * Participate in small group discussions * Form clear questions to gain

	actively in whole-class discussion				information
1.2.2.2 – Identify the main topic and retell key details of a text.	* Remember important information	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Identify important ideas in a text and report them in an organized way * Provide an oral summary of a text * Write summaries that reflect literal understanding of a text * List significant information about an informational text	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Discuss the text after reading, remembering important information or details of a story
1.2.3.3 – Describe the connection between two individuals, events, ideas, or pieces of information in a text.	* Make connections between familiar texts and discuss similarities * Make connections between text and other texts that have been read or heard	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Relate important ideas in the text to each other and to ideas in other texts * Express personal connections through discussions * Use background knowledge and experience to contribute to text interpretation	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Check information in the text against own experiences * Identify similarities in and differences between two texts on the same topic
Craft and Structure					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
1.2.4.4 – Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	* Acquire new vocabulary from listening and use it in discussion * Recognize new meanings for known words by using context * Add new vocabulary	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Acquire understanding of new words from context * Use new words in discussion of text * Self-monitor understanding and ask questions	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Acquire understanding of new words from context * Use new words in discussion of text

	words to known words and use them in discussion and writing		when meaning is lost * Recognize and actively work to solve new vocabulary words		
1.2.5.5 – Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	* Notice and use graphics such as labels and captions for pictures and simple diagrams * Notice how layout of pictures or print affects the way you read it	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Use simple readers’ tools (table of contents, index, glossary) to find information in texts * Notice the way text is organized and sometimes apply organization to writing	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Know title, author, illustrator on cover and title page
1.2.6.6 – Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	* Notice and derive information from pictures * Recognize how the writer or illustrator has placed ideas in the text and in the graphics * Use details from illustrations to contribute to text interpretation	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Notice details in pictures and use information to understand the text * Use details from illustrations to support points made in a discussion	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Notice the words the author used to make the story or content interesting * Recognize some authors by the style of their illustrations, their topics or the characters they use
Integration of Knowledge and Ideas					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
1.2.7.7 – Use the illustrations and details in a text to describe its key ideas.	* Notice and derive information from pictures	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Use details from illustrations to support points made in discussion	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Notice and derive information from pictures * Notice how layout of pictures or print affects the way you read it – for example,

					larger font or bold
1.2.8.8 – Identify the reasons an author gives to support points in a text.	* Give reasons to support thinking * Use specific evidence or examples to support statements or conclusions	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Give reasons to support thinking * Write opinions about a text and back them up with specific information or reasons	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Bring background knowledge to understanding the content of a text * Express opinions about facts or information learned
1.2.9.9 – Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures)	* Make connections between texts and other texts that have been read or heard	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Make connections between texts and other texts that have been read or heard * Relate important ideas in the text to each other and to ideas in other texts * Use drawings to relate important ideas in a text to each other or to other texts	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Make connections between texts on the same topic or with the same content
Range of Reading and Text Complexity					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
1.2.10.10 – With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest and academic tasks.	* Selected texts based on the Continuum of Literacy Learning * Develop new concepts, understandings, and ideas from listening to and discussing texts * Express opinions about stories or poems * Read factual	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Recognize the names of some authors and illustrators and have favorites and state reasons for liking them * Discuss the characteristics of the work of some authors and illustrators * Chose informational	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Read materials at student level as assessed by the Benchmark Assessment System

	texts including informational texts		texts and others for personal reading		
Second Grade:					
Key Ideas and Details					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
2.2.1.1 – Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	<ul style="list-style-type: none"> * Notice and remember facts, concepts or ideas from a text * Provide an oral summary of a text * Notice and derive information from pictures * Make connections to prior knowledge * Develop new concepts and ideas from listening to and discussing texts 	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	<ul style="list-style-type: none"> * Ask clear questions for clarification to gain information * Identify important ideas in a text and report them in an organized way either orally or in writing * Use specific evidence or examples to support statements or conclusions 	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z <ul style="list-style-type: none"> * Talk about interesting and new information * Form clear questions to gain information * Participate actively in small group discussion * Ask many questions, demonstrating curiosity
2.2.2.2 – Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<ul style="list-style-type: none"> * Notice and remember facts, concepts or ideas from a text * Follow and remember a series of events over a longer text in order to understand the ending * Develop new concepts and ideas from listening to and discussing texts 	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	<ul style="list-style-type: none"> * Identify important ideas in a text and report them in an organized way either orally or in writing * Identify key information in a nonfiction text * Use background knowledge and experience to contribute to text interpretation * List significant events in an informational text * Write or draw about facts 	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z <ul style="list-style-type: none"> * Identify important ideas in a text and report them in an organized way * Provide an oral summary of a text * Write summaries that reflect literal understanding of a text * List significant information about an informational text

2.2.3.3 – Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	* Relate important ideas in the text to each other and to ideas in other texts * Use drawings to relate important ideas in a text to each other or to other texts	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Specify the nature of connections * Compare and contrast information on a topic * Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Relate important ideas in the text to each other and to ideas in other texts * Express personal connections through discussions * Use background knowledge and experience to contribute to text interpretation
Craft and Structure					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
2.2.4.4 – Determine the meaning of words and phrases in a text relevant to grade 2 topics or subject area.	* Recognize and actively work to solve new vocabulary words * Add new vocabulary words to known words and use them in discussion and in writing	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary * Use the context of a sentence, paragraph, or whole text to determine the meaning of a word	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Acquire understanding of new words from context * Use new words in discussion of text * Self-monitor understanding and ask questions when meaning is lost * Recognize and actively work to solve new vocabulary words
2.2.5.5 – Know and use various text features (e.g., captions, bold print, subheadings, glossaries,	* Search for information in graphics (simple diagrams, illustrations with labels, maps, characters,	Core Knowledge literature such as nonfiction books on Core Knowledge science and	* Use reader’s tools (table of Contents, readings, glossary, chapter titles and author’s notes) to gather	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Use simple readers’ tools (table of contents, index, glossary) to find information in

indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	captions under pictures)	social studies topics	information * Notice how the layout of pictures or print affects the way you read it.		texts * Notice the way text is organized and sometimes apply organization to writing
2.2.6.6 – Identify the main purpose of a text, including what the author wants to answer, explain or describe.	* Identify the author’s explicitly stated purpose	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Recognize and explain the differences between books that tell stories or give information * Understand fiction as stories that are not real and nonfiction as texts that provide information	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Notice details in pictures and use information to understand the text * Use details from illustrations to support points made in a discussion
Integration of Knowledge and Ideas					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
2.2.7.7 – Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	* Recognize how the writer has placed ideas in the text and in the graphics * Understand and interpret information presented in visual media	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Talk about connections between the illustrations and the text * Interpret illustrations and discuss how they make readers feel. * Use details from illustrations to contribute to text interpretation	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Use details from illustrations to support points made in discussion
2.2.8.8 – Describe how reasons support specific points the author makes in a text.	* Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Provide reasons and argue for a point, using evidence * Make predictions using information from the text	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Give reasons to support thinking * Write opinions about a text and back them up with specific information or reasons
2.2.9.9 – Compare	* Relate	Core	* Express opinions	Guided	Reading A to Z

and contrast the most important points presented by two texts on the same topic.	important ideas in the text to each other and to ideas in other texts	Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	about new learning or interesting facts	Reading materials from Scholastic Leveled libraries	* Make connections between texts and other texts that have been read or heard * Relate important ideas in the text to each other and to ideas in other texts * Use drawings to relate important ideas in a text to each other or to other texts
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Range of Reading and Text Complexity

Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
2.2.10.10 – By the end of the year, select, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range for personal interest, enjoyment and academic tasks.	* Read alouds should include informational texts and scientific as well as historical and social studies and technical topics as selected per the gradient and instructional level expectations	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Small group choices should include informational texts and scientific as well as historical and social studies and technical topics as selected per the gradient and instructional level expectations	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Read materials at student level as assessed by the Benchmark Assessment System

Third Grade:

Key Ideas and Details

Minnesota State Standard	Fountas and Pinnell Continuum of	Curriculum Materials	Fountas and Pinnell Continuum of	Curriculum Materials	Fountas and Pinnell Continuum of
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	Literacy alignment for Whole group		Literacy alignment for Small group		Literacy alignment for Intervention and curriculum
3.2.1.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> * Support all thinking with evidence from the text * Search for and use information to confirm or disconfirm predictions 	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	<ul style="list-style-type: none"> * Search for and use information to confirm or disconfirm predictions * Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text 	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z <ul style="list-style-type: none"> * Ask clear questions for clarification to gain information * Identify important ideas in a text and report them in an organized way either orally or in writing * Use specific evidence or examples to support statements or conclusions
3.2.2.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> * Infer the big ideas or message (theme) of a text * Recognize and discuss aspect of narrative structure 	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	<ul style="list-style-type: none"> * Summarize orally or in writing a text, including appropriate information * Accurately reflect information from a text * Revisit texts for ideas or to check details when writing or drawing * Identify and record in notes new information and understandings gained from reading a text 	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z <ul style="list-style-type: none"> * Identify important ideas in a text and report them in an organized way either orally or in writing * Identify key information in a nonfiction text * Use background knowledge and experience to contribute to text interpretation * List significant events in an informational text * Write or draw about facts
3.2.3.3 – Describe the relationship between a series of historical events, scientific ideas or concepts	<ul style="list-style-type: none"> * Notice and remember story details of time and place * Describe cause and effect 	Core Knowledge literature such as nonfiction books on Core Knowledge	<ul style="list-style-type: none"> * Identify significant events and tell how they are related to the problem of the story or the 	Guided Reading materials from Scholastic Leveled	Reading A to Z <ul style="list-style-type: none"> * Specify the nature of connections * Compare and contrast

or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.	relationships	science and social studies topics	solution	libraries	information on a topic * Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text
Craft and Structure					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
3.2.4.4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.	* Recognize and actively work to learn the meaning of new vocabulary including complex, specialized and technical words.	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Quickly and automatically solve most words in the text in a way that supports fluency	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary * Use the context of a sentence, paragraph, or whole text to determine the meaning of a word
3.2.5.5 – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	* Notice variety in layout (words in bold or larger fonts, or italics, variety in layout)	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Notice how the writer has organized an informational text * Use simple search engine to find information	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Use reader's tools (table of Contents, eadings, glossary, chapter titles and author's notes) to gather information * Notice how the layout of pictures or print affects the way you read it.
3.2.6.6 – Distinguish their	* Critically examine the	Core Knowledge	* State opinions about a text and	Guided Reading	Reading A to Z * Recognize and

own point of view from that of the author of a text.	quality or accuracy of the text, citing evidence for opinions	literature such as nonfiction books on Core Knowledge science and social studies topics	provide evidence to support them	materials from Scholastic Leveled libraries	explain the differences between books that tell stories or give information * Understand fiction as stories that are not real and nonfiction as texts that provide information
Integration of Knowledge and Ideas					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
3.2.7.7 – Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).	* Interpret graphics and integrate information with the text * Notice how the author or illustrator has used pictures and other graphics to convey meaning	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Recognize how the writer or illustrator has placed ideas in the text and in the graphics * Notice how the writer has organized an information text	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Talk about connections between the illustrations and the text * Interpret illustrations and discuss how they make readers feel. * Use details from illustrations to contribute to text interpretation
3.2.8.8 – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	* Notice specific writing techniques * Notice variety in layout	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Show awareness of temporal sequence, compare and contrast, and cause and effect, and problem-solutions	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z * Provide reasons and argue for a point, using evidence * Make predictions using information from the text
3.2.9.9 – Compare and contrast the most important	* Relate important ideas in the text to	Core Knowledge literature such	* Make connections between the text	Guided Reading materials	Reading A to Z * Express opinions about

key details presented in two texts on the same topic.	each other and to ideas in other texts	as nonfiction books on Core Knowledge science and social studies topics	and other texts that ave been read or heard and demonstrate in writing	from Scholastic Leveled libraries	new learning or interesting facts
Range of Reading and Text Complexity					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
3.2.10.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts at the high end of the grades 2-3 text complexity band independently and proficiently. Self select texts for personal enjoyment, interest and academic tasks.	* Read alouds should include informational texts and scientific as well as historical and social studies and technical topics as selected per the gradient and instructional level expectations	Core Knowledge literature such as nonfiction books on Core Knowledge science and social studies topics	* Small group choices should include informational texts and scientific as well as historical and social studies and technical topics as selected per the gradient and instructional level expectations	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Read materials at student level as assessed by the Benchmark Assessment System
Reading Benchmarks: Foundational Skills					
Kindergarten					
Print Concepts					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
0.3.0.1 – Demonstrate understanding of the organization and basic features of print.					
Follow words from left to right, top to bottom and page by page.	* Use left to right directionality of print an return to the left in	Fountas and Pinnell’s Phonics and Word Study Program	* Use left to right directionality of print an return to the left in reading and writing	Guided Reading materials from Scholastic	Reading A to Z *Track print left to right using various tools

	reading and writing * Understand the purpose of print in reading and writing		* Understand the concepts of first and last in written language	Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	
Recognize that spoken words are represented in written language by specific sequences of letters.	* Understand that one says one word for one group of letters when you read	Fountas and Pinnell's Phonics and Word Study Program	* Match one spoken to one written word while reading and pointing	G Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Find words and understand the basic use of words and letters
Understand that words are separated by spaces in print	* Use spaces between words when writing	Fountas and Pinnell's Phonics and Word Study Program	* Use spaces between words when writing	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Point out spaces between words
Recognize and name all upper and lowercase letters of the alphabet.	* Recognize and produce the names of most upper and lower case letters	Fountas and Pinnell's Phonics and Word Study Program	* Recognize and produce the names of most upper and lower case letters * Distinguish letter forms * Identify a word that begins with the sound of each letter * Make connections between words by recognizing letters, letter clusters and letter sequences	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z * Recognize and produce the names of most upper and lower case letters * Distinguish letter forms
Phonological Awareness					
Minnesota State Standard	Fountas and Pinnell	Curriculum Materials	Fountas and Pinnell	Curriculum Materials	Fountas and Pinnell

	Continuum of Literacy alignment for Whole group		Continuum of Literacy alignment for Small group		Continuum of Literacy alignment for Intervention and curriculum
0.3.0.2 Demonstrate understanding of spoken words, syllables and sounds (phonemes).					
Recognize and produce rhyming words.	* Hear, say, connect and generate rhyming words	Fountas and Pinnell's Phonics and Word Study Program	* Hear, say, connect and generate rhyming words	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z * Hear, say, connect and generate rhyming words
Count, pronounce, blend and segment syllables in spoken words.	* Hear and say syllables	Fountas and Pinnell's Phonics and Word Study Program	* Understand that words can have one, two or more syllables * Understand that you can hear syllables and demonstrate by clapping	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z * Understand that you can hear syllables and demonstrate by clapping
Blend and segment onsets and rimes of single-syllable spoken words.	* Blend two or three phonemes in words * Connect words by sounds	Fountas and Pinnell's Phonics and Word Study Program	* Blend two or three phonemes in words * Connect words by sounds	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z * Blend two or three phonemes in words * Connect words by sounds
Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words.	* Manipulate phonemes * Recognize and use the consonant vowel consonant pattern	Fountas and Pinnell's Phonics and Word Study Program	* Manipulate phonemes * Recognize and use the consonant vowel consonant pattern	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and	Reading A to Z * Manipulate phonemes

				Word Study Program	
Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.	* Recognize and use a few simple phonograms with a VC pattern (-ad, -ag, -an, -at, ed, -en, -ig, -in, -it, -og, -ot, -ut)	Fountas and Pinnell's Phonics and Word Study Program	* Recognize and use a few simple phonograms with a VC pattern (-ad, -ag, -an, -at, ed, -en, -ig, -in, -it, -og, -ot, -ut)	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Spend time manipulating phonemes in various CVC words – phonemic awareness activities
Phonics and Word Recognition					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
0.3.0.3 – Know and apply grade level phonics and word analysis skills in decoding words.					
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	* Recognize and use beginning consonant sounds and the letters that represent them to read and write words * Understand that there is a relationship between sounds and letters	Fountas and Pinnell's Phonics and Word Study Program	* Attempt to write words by writing one letter for each sound heard	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Know all letter sound correspondence
Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	* Know and use the short vowel sounds for all five vowels * Know and use the long vowel sounds for all five vowels * Recognize and make at least 20 CVC words	Fountas and Pinnell's Phonics and Word Study Program	* Know and use the short vowel sounds for all five vowels * Know and use the long vowel sounds for all five vowels * Recognize and make at least 20 CVC words	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Know and use all short vowel sounds * Begin to form CVC words
Read common high frequency words by sight.	* Read 80 words from Dr. Fry's list of the first 100 sight words	Fountas and Pinnell's Phonics and Word Study	* Recognize and use concept words * Recognize the	Guided Reading materials from	Reading A to Z *Read 20 basic sight words as identified by

		Program	parts of compound words and discuss their meaning when obvious * Recognize and use simple compound words	Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Fountas and Pinnell's Continuum of Literacy
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	* Use known words to monitor reading and spelling	Fountas and Pinnell's Phonics and Word Study Program	* Use letters and relationships to sounds to read and write words	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Introduce word attack skills
Fluency					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
0.3.0.4 – Read emergent reader texts with purpose and understanding	* Not applicable	Not applicable	* Read books from the appropriate grade level gradient range from the Instructional Level Expectations for Reading – Levels A to D	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Read materials at student level as assessed by the Benchmark Assessment System
First Grade:					
Print Concepts					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
1.3.0.1 – Demonstrate understanding of the organization of basic features of print.					
Recognize the distinguishing features of a	* Understand the concept of a sentence (as a	Fountas and Pinnell's Phonics and	* Understand special uses of letters (capital	Guided Reading materials	Reading A to Z *Read and follow print left to right

sentence (e.g., first word, capitalization, ending punctuation).	group of words with ending punctuation)	Word Study Program	letters, initials)	from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	* Know basic text and word features
Phonological Awareness					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
1.3.0.2 – Demonstrate understanding of spoken words, syllables and sounds (phonemes).					
Distinguish long from short vowel sounds in spoken single-syllable words.	* Hear and identify long and short vowel sounds in words and know the letters that represent them	Fountas and Pinnell's Phonics and Word Study Program	* Recognize and use other vowel sounds	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Know all letter to sound correspondence * Know all short vowel sounds
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	* Recognize letter clusters (blends and digraphs) represent consonant sounds * Recognize and use consonant-vowel-consonant pattern	Fountas and Pinnell's Phonics and Word Study Program	* Recognize letter clusters (blends and digraphs) represent consonant sounds * Recognize and use consonant-vowel-consonant pattern	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Begin to read unknown CVC words by blending known sounds
Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.	* Blend two to four phonemes into words	Fountas and Pinnell's Phonics and Word Study Program	* Connect words by the sounds * Manipulate phonemes * Hear and say beginning phonemes in words and ending	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and	Reading A to Z *Build phonemic awareness

				Word Study Program	
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	* Segment words into phonemes	Fountas and Pinnell's Phonics and Word Study Program	* Hear and say syllables	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Build phonemic awareness
Phonics and Word Recognition					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
1.3.0.3 – Know and apply grade-level phonics and word analysis skills in decoding words.					
Know the spelling-sound correspondences for common consonant digraphs and initial and final consonant blends.	* Recognize that letter clusters represent consonant sounds	Fountas and Pinnell's Phonics and Word Study Program	* Recognize that letter clusters represent consonant sounds	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Begin to recognize and use letter clusters in CCvC words
Decode regularly spelled one-syllable words.	* Recognize and decode simple C-V-C words	Fountas and Pinnell's Phonics and Word Study Program	* Recognize and decode simple C-V-C words	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Read unknown CVC words
Know final –e and common vowel team conventions for representing long vowel	* Recognize that e at the end of a word is often silent and makes the other vowel	Fountas and Pinnell's Phonics and Word Study Program	* Recognize that e at the end of a word is often silent and makes the other vowel	Guided Reading materials from Scholastic	Reading A to Z *Know long vowel sounds

sounds.	long * Spell simple final e words that follow a regular pattern		long * Spell simple final e words that follow a regular pattern	Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	* Hear and say syllables * Understand the concept of syllables and demonstrate by clapping	Fountas and Pinnell's Phonics and Word Study Program	* Understand how vowels appear in syllables	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Understand that words have syllables and demonstrate by clapping
Decode two-syllable words following basic patters by breaking the words into syllables.	* Hear and say syllables * Understand the concept of syllables and demonstrate by clapping	Fountas and Pinnell's Phonics and Word Study Program	* Hear and say syllables * Understand the concept of syllables and demonstrate by clapping	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Understand that words have syllables and demonstrate by clapping
Read words with inflectional endings.	* Recognize and use endings that add –s to a verb to make it agree with the subject * Recognize and use endings that add –ed to a verb to make it past tense * Recognize and use endings that add –ing to a verb to denote present participle	Fountas and Pinnell's Phonics and Word Study Program	* Recognize and use endings that add –s to a verb to make it agree with the subject * Recognize and use endings that add –ed to a verb to make it past tense * Recognize and use endings that add –ing to a verb to denote present participle	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Add s to words to make words plural * Understand how to break words down to begin to attack unknown words
Recognize and read grade level appropriate irregularly spelled words, including high frequency	* Read the first three lists (300) of Dr. Fry's sight words	Fountas and Pinnell's Phonics and Word Study Program	* Write at least 150 sight words correctly from Dr. Fry's first three lists	Guided Reading materials from Scholastic Leveled	Reading A to Z *Read at least 50 sight words from Dr. Fry's first sight word list

words.				libraries and Fountas and Pinnell's Phonics and Word Study Program	
Fluency					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
1.3.0.4 – Read with sufficient accuracy and fluency to support comprehension.					
Read grade-level text with purpose and understanding to promote oral and silent reading fluency.	Not Applicable	Not applicable	* Read books from the appropriate grade level gradient range from the Instructional Level Expectations for Reading – Levels D to J	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Read materials at student level as assessed by the Benchmark Assessment System
Read grade-level text orally with accuracy, appropriate rate and expression on successive readings.	Not Applicable	Not applicable	* Read books from the appropriate grade level gradient range from the Instructional Level Expectations for Reading – Levels D to J	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Read materials at student level as assessed by the Benchmark Assessment System
Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.	* Use meaning, language structure and visual information to monitor and self-correct reading	Fountas and Pinnell's Phonics and Word Study Program	* Use meaning, language structure and visual information to monitor and self-correct reading	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Read materials at student level as assessed by the Benchmark Assessment System
Second Grade:					
Key Ideas and Details					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy	Curriculum Materials	Fountas and Pinnell Continuum of Literacy	Curriculum Materials	Fountas and Pinnell Continuum of Literacy

	alignment for Whole group		alignment for Small group		alignment for Intervention and curriculum
2.3.0.3 – Know and apply grade-level phonics and word-analysis skills in decoding words.					
Distinguish long and short vowels when reading regular spelled one-syllable words.	* Recognize and use long and short vowels in words	Fountas and Pinnell’s Phonics and Word Study Program	* Recognize and use long and short vowels in words	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell’s Phonics and Word Study Program	Reading A to Z *Know all letter sound correspondence * Know all long and short vowel sounds
Know spelling-sound correspondences for additional common vowel teams.	* Recognize and use letter combinations that represent long vowel sounds	Fountas and Pinnell’s Phonics and Word Study Program	* Recognize and use letter combinations that represent long vowel sounds	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell’s Phonics and Word Study Program	Reading A to Z *Know the final – e spelling to create vowel sounds
Decode regularly spelled two-syllable words with long vowels.	* Understand how vowels appear in syllables * Recognize and use syllables in words with double consonants and in words with the VV pattern	Fountas and Pinnell’s Phonics and Word Study Program	* Recognize and use a large number of phonogram patterns	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell’s Phonics and Word Study Program	Reading A to Z *Understand how to decode words
Decode words with common prefixes and suffixes.	* Recognize and form present and past tense by using endings * Recognize and use the ending – er * Recognize and use endings that show comparisons	Fountas and Pinnell’s Phonics and Word Study Program	* Remove the ending from a base word to make a new word * Recognize and use common prefixes	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell’s Phonics and Word Study Program	Reading A to Z *Understand how to remove suffixes to find a common word or known word part

Identify words with inconsistent but common spelling-sound correspondences.	* Recognize and make a few easy CVC words and CVC final e words	Fountas and Pinnell's Phonics and Word Study Program	* Use known words to monitor reading and spelling	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z * Use known words to monitor reading and spelling
Recognize and read grade level appropriate irregularly spelled words, including high frequency words.	* Read sight words on the first five lists by Dr. Fry (500 words)	Fountas and Pinnell's Phonics and Word Study Program	* Write and spell correctly at least 200 Dr. Fry's sight words correct * Notice patterns and categorize high-frequency words to assist in learning them quickly	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Read at least 200 sight words from Dr. Fry's first two sight word lists
Fluency					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
2.3.0.4 – Read with sufficient accuracy and fluency to support comprehension.					
Read grade-level text with purpose and understanding to promote oral and silent reading fluency.	Not applicable	Not applicable	* Read books from the appropriate grade level gradient range from the Instructional Level Expectations for Reading – Levels J to M	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Read materials at student level as assessed by the Benchmark Assessment System
Read grade-level text orally with accuracy, appropriate rate and expression on successive readings.	Not applicable	Not applicable	* Read books from the appropriate grade level gradient range from the Instructional Level Expectations for Reading – Levels J to M	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Read materials at student level as assessed by the Benchmark Assessment System
Use context and	* Use meaning,	Fountas and	* Use meaning,	Guided	Reading A to Z

other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.	language structure and visual information to monitor and self-correct reading * Use multiple sources of information to monitor and self-correct	Pinnell's Phonics and Word Study Program	language structure and visual information to monitor and self-correct reading * Use multiple sources of information to monitor and self-correct	Reading materials from Scholastic Leveled libraries	*Read materials at student level as assessed by the Benchmark Assessment System
Third Grade:					
Phonics and Word Recognition					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
3.3.0.3 – Know and apply grade level phonics and word analysis skills in decoding words.					
Identify and know the meaning of the most common prefixes and derivational suffixes.	* Recognize base words and remove prefixes and suffixes to break them down and solve them * Use word parts to derive the meaning of a word	Fountas and Pinnell's Phonics and Word Study Program	* Recognize base words and remove prefixes and suffixes to break them down and solve them * Use word parts to derive the meaning of a word	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z * Recognize and use long and short vowels in words * Recognize and use letter combinations that represent long vowel sounds
Decode words with common Latin suffixes.	* Understand connotative meaning of words.	Fountas and Pinnell's Phonics and Word Study Program	* Use word parts to derive the meaning of a word	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z * Recognize and use a large number of phonogram patterns
Decode multisyllable words.	* Recognize and use syllables: open syllable, close syllable, syllables with a	Fountas and Pinnell's Phonics and Word Study Program	* Break words into syllables to read or write them	Guided Reading materials from Scholastic	Reading A to Z * Remove the ending from a base word to make a new

	vowel and silent e, syllables with vowel combinations, syllables with a vowel and r, syllables with words in V-V pattern, syllables with double consonants * Break words into syllables to read or write them * Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing endings and prefixes)			Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	word * Recognize and use common prefixes
Read grade appropriate irregularly spelled words, including high frequency words.	* Read over 500 sight words as listed by Dr. Fry	Fountas and Pinnell's Phonics and Word Study Program	* Write over 300 sight words as listed by Dr. Fry	Guided Reading materials from Scholastic Leveled libraries and Fountas and Pinnell's Phonics and Word Study Program	Reading A to Z *Read at least 300 sight words from Dr. Fry's first two sight word lists
Fluency					
Minnesota State Standard	Fountas and Pinnell Continuum of Literacy alignment for Whole group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Small group	Curriculum Materials	Fountas and Pinnell Continuum of Literacy alignment for Intervention and curriculum
3.3.0.4 – Read with sufficient accuracy and fluency to support comprehension.					
Read grade level text with purpose and understanding.	Not applicable	Not applicable	* Read books from the appropriate grade level gradient range from the Instructional Level Expectations for	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Read materials at student level as assessed by the Benchmark Assessment System

			Reading – Levels M to P		
Read grade level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.	Not applicable	Not applicable	* Read books from the appropriate grade level gradient range from the Instructional Level Expectations for Reading – Levels M to P	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Read materials at student level as assessed by the Benchmark Assessment System
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	* Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning * Use multiple sources of information to monitor and self-correct	Fountas and Pinnell’s Phonics and Word Study Program	* Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning * Use multiple sources of information to monitor and self-correct	Guided Reading materials from Scholastic Leveled libraries	Reading A to Z *Read materials at student level as assessed by the Benchmark Assessment System