Curricular Priorities—**Reading** (based on research and evidence)
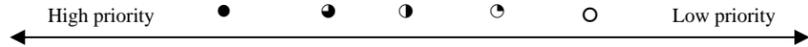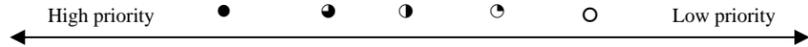
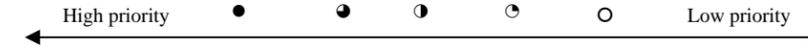High priority ● ● ◑ ◔ ○ Low priority

By the end of each respective grade, students will

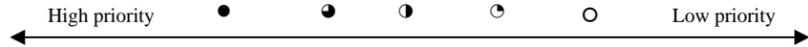|		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Phonemic Awareness	●	Recognize that words are composed of sounds as demonstrated by blending and segmenting. *Measured by DIBELS Phoneme Segmentation; Spring Benchmark: 35.* (R.WS.00.01, R.WS.00.02) National Reading Panel, 2000; Good, et. al., 2001; Runge and Watkins, 2006; Moats, 2005; Moats (DVD), 2001; Coyne, 2004; Hoover 2002; Yopp, 1988; Adams, 1990	Recognize that words are composed of sounds as demonstrated by blending and segmenting. *Measured by DIBELS Phoneme Segmentation; Spring Benchmark: 35.* (R.WS.01.01, R.WS. 01.02) National Reading Panel, 2000; Good, et.al., 2001; Moats, 2005; Moats (DVD), 2001; Liberman, 1991; Hoover, 2002; Chard, 1999; Coyne, 2004; Yopp, 1988; Adams, 1990	Apply blending and segmenting skills to short and multisyllabic words. (R.WS.02.01, R.WS.02.02) Moats, 2005; Moats (DVD), 2001; Chard, 1999; National Reading Panel, 2000; Liberman, 1991; Hoover, 2002; Adams, 1990	Apply blending and segmenting skills to short and multisyllabic words across content. Moats, 2005; Bhat, Griffin, and Sindelar, 2003; Blevins, 2001; Chard, 1999; Juel, 2000; Liberman, 1991; Hoover, 2002; Adams, 1990	Apply blending and segmenting skills to short and multisyllabic words across content. Moats, 2005; Bhat, Griffin, and Sindelar, 2003; Bhattarya and Ehri, 2004; Blevins, 2001; Wagner and Torgeson, 1987; Liberman, 1991; Hoover, 2002; Juel, 2000; Adams, 1990	Apply blending and segmenting skills to short and multisyllabic words across content. Moats, 2005; Bhat, Griffin, and Sindelar, 2003; Bhattarya and Ehri, 2004; Blevins, 2001; Wagner and Torgeson, 1987; Liberman, 1991; Hoover, 2002; Juel, 2000	Apply blending and segmenting skills to short and multisyllabic words across content. Moats, 2005; Bhat, Griffin, and Sindelar, 2003; Bhattarya and Ehri, 2004; Blevins, 2001; Wagner and Torgeson, 1987; Liberman, 1991; Hoover, 2002; Juel, 2000	Apply blending and segmenting skills to multisyllabic words across content. Moats, 2005; Bhat, Griffin, and Sindelar, 2003; Bhattarya and Ehri, 2004; Blevins, 2001; Wagner and Torgeson, 1987; Liberman, 1991; Hoover, 2002; Juel, 2000	Apply blending and segmenting skills to multisyllabic words across content. Moats, 2005; Bhat, Griffin, and Sindelar, 2003; Bhattarya and Ehri, 2004; Blevins, 2001; Wagner and Torgeson, 1987; Liberman, 1991; Hoover, 2002; Juel, 20004;
Phonics	●	Use the alphabetic principle to sound out words with known letter sounds (consonants and short vowels in CVC, CCVC, CVCC words). *Measured by DIBELS Nonsense Word Fluency; Spring Benchmark: 25.* (R.WS.00.03, R.WS.00.04) National Reading Panel, 2000; Good, et. al., 2001; Moats, 1998; Vadasy, 2006; Coyne, 2004; Moats, 2005; Moats, 2000; Adams, 1990; Archer, 2008; Beringer and Richards, 2002; Torgeson, 2004; Snow, Burns, Griffin, 1998	Use the alphabetic principle to sound out words with known letter sounds (consonant blends, consonant digraphs, short vowels, long vowels, high-frequency vowel teams, and r-controlled vowels in CVC, CCVC, CVCC, CVVC, CVCe, CVr, multisyllabic, and common words with endings –ing, -s, and –ed). *Measured by DIBELS Nonsense Word Fluency; Spring Benchmark: 50 letter sounds and 15 recoded words.* (R.WS.01.03, R.WS.01.04) National Reading Panel, 2000; Coyne, et.al., 2004; Fuchs, et.al., 2004; Moats, 1998; Moats, 2001; Moats, 2005; Juel, 1988; Juel, 2000; Moats, 2000; Good et. al., 2009; Adams, 1990; Archer, 2008; Beringer and Richards, 2002; Torgeson, 2004; Snow, Burns, Griffin, 1998; Tolman, 2005	Use the alphabetic principle to sound out words with known letter sounds (less common: consonant diagraphs, vowel teams, r-controlled vowels in CVC, CCVC, CVCC, CVVC, CVCe, CVr, multisyllabic words, and word parts including roots and affixes). (R.WS.02.04, R.WS.02.03) Moats, 2005; Juel, 1988; Juel, 2000; Moats, 2000; Moats, 1998; National Reading Panel, 2000; Adams, 1990; Archer, 2008; Beringer and Richards, 2002; Torgeson, 2004; Snow, Burns, Griffin, 1998; Tolman, 2005	Use the alphabetic principle to sound out words with known letter sounds (less common: consonant diagraphs, vowel teams, r-controlled vowels in CVC, CCVC, CVCC, CVVC, CVCe, CVr, multisyllabic words, and word parts including roots and affixes). (R.WS.03.02) Moats, 2005; Archer, 2008 – presentation at HISD; National Reading Panel, 2000; Juel, 1988; Juel, 2000; Moats, 2000; Blevins, 2001; Moats, 1998; Adams, 1990; Archer, 2008; Beringer and Richards, 2002; Torgeson, 2005; Tolman, 2005	Use the alphabetic principle with known letter sounds for multisyllabic words, word parts including Latin-based prefixes (such as pre-, inter-), suffixes (such as -ly, -al, -ent, -less, -ness, -ful, -ous), plurals (such as alumni, minutiae, curricula), roots (such as gress, ject, vis) and old French-based spellings (such as ch, ou, que, qu, c, and g). (R.WS.04.01, R.WS.04.02) Moats, 2005-2006; Archer, 2003; Moats, 2001; Bhattarya and Ehri, 2004; Blevins, 2001; Juel, 1988; Juel, 2000; Moats, 2000; Moats 2005: Adams, 1990; Archer, 2008; Beringer and Richards, 2002; Torgeson, 2005; Tolman, 2005	Use the alphabetic principle with known letter sounds for multi-syllabic words, word parts including Latin-based prefixes (such as pre-, inter-), suffixes (such as -ly, -al, -ment, -less, -ness, -ful, -ous), plurals (such as alumni, minutiae, curricula), roots (such as gress, ject, vis) and old French-based spellings (such as ch, ou, que, qu, c, and g). (R.WS.05.01, R.WS.05.02) Moats, 2005/2006; Archer, 2003; Moats, 2001; Bhattarya and Ehri, 2004; Blevins, 2001; Moats, 2005; Juel, 2000; Moats, 2000; Archer, 2008; Beringer and Richards, 2002; Torgeson, 2005; Tolman, 2005	Use the alphabetic principle with known letter sounds for multi-syllabic words, word parts including Latin-based prefixes (such as pre-, inter-), plurals (such as alumni, minutiae, curricula), roots (such as gress, ject, vis) , suffixes (-ment, -ity), Greek-based spellings (such as ph for /f/, ch for /k/, y for /i/), combining forms (such as neuro, psych, ology, lex, chloro), plurals (such as crises, metamorphoses), old French-based spellings (such as ch, ou, que, qu, c, and g), and syllable patterns (-ette, -ique, -ile). (R.WS.06.01, R.WS.06.02) Moats, 2005/2006; Archer, 2003; Moats, 2001; Bhattarya and Ehri, 2004; Blevins, 2001; Moats, 2005; Juel, 2000; Moats, 2000; Archer, 2008; Beringer and Richards, 2002; Torgeson, 2005; Tolman, 2005	Use the alphabetic principle with known letter sounds for multi-syllabic words, word parts including Latin-based prefixes (such as pre-, inter-), plurals (such as alumni, minutiae, curricula), roots (such as gress, ject, vis), suffixes (-ment, -ity), Greek-based spellings (such as ph for /f/, ch for /k/, y for /i/), combining forms (such as neuro, psych, ology, lex, chloro), plurals (such as crises, metamorphoses), old French-based spellings (such as ch, ou, que, qu, c, and g), and syllable patterns (-ette, -ique, -ile). (R.WS.07.01, R.WS.07.02) Moats, 2005/2006; Archer, 2003; Moats, 2001; Bhattarya and Ehri, 2004; Blevins, 2001; Moats, 2005; Juel, 2000; Moats, 2000; Archer, 2008; Beringer and Richards, 2002; Torgeson, 2005; Tolman, 2005	Use the alphabetic principle with known letter sounds for multi-syllabic words, word parts including Latin-based prefixes (such as pre-, inter-), plurals (such as alumni, minutiae, curricula), roots (such as gress, ject, vis), suffixes (-ment, -ity), Greek-based spellings (such as ph for /f/, ch for /k/, y for /i/), combining forms (such as neuro, psych, ology, lex, chloro), plurals (such as crises, metamorphoses), old French-based spellings (such as ch, ou, que, qu, c, and g), and syllable patterns (-ette, -ique, -ile). (R.WS.08.01, R.WS.08.02) Moats, 2005/2006; Archer, 2003; Moats, 2001; Bhattarya and Ehri, 2004; Blevins, 2001; Moats, 2005; Juel, 2000; Moats, 2000; Archer, 2008; Beringer and Richards, 2002; Torgeson, 2005; Tolman, 2005
	●	When decoding unknown words, rely first on phonics (letter sounds); second, context clues; and picture clues (as a last resort only). (R.WS.00.08) Coyne, et. al., 2004; Vadasy, 2006; National Reading Panel, 2000; Adams, 1990	When decoding unknown words, rely first on phonics (letter sounds and word parts) and then on context clues from text. (R.WS.01.07, R.WS.01.08) Juel, 2000; Coyne, 2004; National Reading Panel, 2000; Adams, 1990	When decoding unknown words, rely first on phonics (letter sounds and word parts) and then on context clues from text. (R.WS.02.08) Archer, 2008; Juel, 2000; National Reading Panel, 2000; Adams, 1990	When decoding unknown words, rely first on phonics (letter sounds and word parts) and then on context clues from text. (R.WS.03.06) Archer, 2008; Juel, 2000; Adams, 1990	When decoding unknown words, rely first on advanced phonics and then on context clues. (R.WS.04.05) Archer, 2008; Moats, 2001; Juel, 2000; Adams, 1990	When decoding unknown words, rely first on advanced phonics and then on context clues. (R.WS.05.05) Archer, 2008; Moats, 2001; Juel, 2000; Nagy, 2006	When decoding unknown words, rely first on advanced phonics and then on context clues. (R.WS.06.05) Archer, 2008; Moats, 2001; Juel, 2000; Nagy, 2006	When decoding unknown words, rely first on advanced phonics and then on context clues. (R.WS.07.05) Archer, 2008; Moats, 2001; Juel, 2000; Nagy, 2006	When decoding unknown words, rely first on advanced phonics and then on context clues. (R.WS.08.05) Archer, 2008; Moats, 2001; Juel, 2000; Nagy, 2006

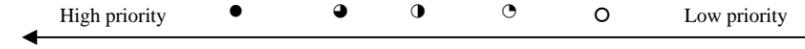|		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Fluency	●	Fluently tell all letter names and sounds. *Measured by DIBELS Letter Naming Fluency; Spring Benchmark: 40.* (R.FL.00.01) Good, et. al., 2001; Speece, et. al., 2003; Adams, 1990	With appropriate expression, fluently read unfamiliar grade-level text and self correct errors. *Measured by DIBELS Oral Reading Fluency; Spring Benchmark: 40 words read correctly with 90% accuracy.* (R.WS.01.05, R.FL.01.02, R.FL.01.03) Fuchs, Fuchs, and Maxwell, 1988; National Reading Panel, 2000; Hasbrouck, 2008; Fuchs, et. al., 2004; Good, et. al., 2001; Hasbrouck and Tindall, 2006; Torgeson, 2007; Farrell and Hunter, 2008	With appropriate expression, fluently read unfamiliar grade-level text and self correct errors. *Measured by DIBELS Oral Reading Fluency; Spring Benchmark: 90 words read correctly with 95% accuracy.* (R.FL.02.01, R.FL.02.02, R.FL.02.03, R.WS.02.05) Good, et. al., 2001; Fuchs, Fuchs, and Maxwell, 1988; National Reading Panel, 2000; Hasbrouck, 2008; Hasbrouck and Tindall, 2006; Torgeson, 2007; Farrell and Hunter, 2008	With appropriate expression, fluently read unfamiliar grade-level text and self correct errors. *Measured by DIBELS Oral Reading Fluency; Spring Benchmark: 110 words read correctly with 97% accuracy.* (R.WS.03.01, R.WS.03.07) Good, et. al., 2001; Fuchs, Fuchs, and Maxwell, 1998; Hasbrouck, 2008; Hasbrouck and Tindall, 2006; Torgeson, 2007; Farrell and Hunter, 2008	With appropriate expression, fluently read unfamiliar grade-level text and self correct errors. *Measured by DIBELS Oral Reading Fluency; Spring Benchmark: 118 words read correctly with 97% accuracy.* (R.WS.04.06) Hasbrouck, and Tindall, 2006; Archer, Gleason, and Vachon, 2003; Good, Kaminski, Simmons, and Kame' enui, 2001; Fuchs, Fuchs, and Maxwell 1988; Hasbrouck, 2008; Beyond the Blueprint, 2007; Hasbrouck and Tindall, 2006; Torgeson, 2007; Farrell and Hunter, 2008	With appropriate expression, fluently read unfamiliar grade-level text and self correct errors. *Measured by DIBELS Oral Reading Fluency; Spring Benchmark: 124 words read correctly with 97% accuracy.* (R.WS.05.06) Hasbrouck, and Tindall, 2006; Archer, Gleason, and Vachon, 2003; Good, et. al., 2001; Fuchs, Fuchs, and Maxwell 1988; Beyond the Blueprint, 2007; Hasbrouck, 2008; Snow, 2003; Torgeson, 2007; Farrell and Hunter, 2008	With appropriate expression, fluently read unfamiliar grade-level text and self correct errors. *Measured by DIBELS Oral Reading Fluency; Spring Benchmark: 125 words read correctly with 97% accuracy.* (R.WS.06.06) Hasbrouck, and Tindall, 2006; Archer, Gleason, and Vachon, 2003; Good et. al., 2001; Fuchs, Fuchs, and Maxwell 1988; Beyond the Blueprint, 2007; Hasbrouck, 2008; Snow, 2003; Torgeson, 2007; Farrell and Hunter, 2008	With appropriate expression, fluently read unfamiliar grade-level text and self correct errors. *Measured by AIMSweb Oral Reading Fluency; Spring Target: 147 words read correctly with 97% accuracy.* (R.WS.07.06) Archer, Gleason, and Vachon, 2003; Fuchs, Fuchs, and Maxwell 1988; Beyond the Blueprint, 2007; Hasbrouck, 2008; Snow, 2003; Torgeson, 2007; Farrell and Hunter, 2008	With appropriate expression, fluently read unfamiliar grade-level text and self correct errors. *Measured by AIMSweb Oral Reading Fluency; Spring Target: 147 words read correctly with 97% accuracy.* (R.WS.08.06, R.WS.08.03) Archer, Gleason, and Vachon, 2003; Fuchs, Fuchs, and Maxwell 1988; Beyond the Blueprint, 2007; Hasbrouck, 2008; Snow, 2003; Farrell and Hunter, 2008
	●	Accurately and fluently read high-frequency words found in the core reading series plus 15-20 personally-meaningful words. If lacking a core series, read the first 75 words from the Fry List in connected text plus 15-20 personally-meaningful words. *Letter names measured by DIBELS Letter Naming Fluency; Spring Benchmark: 40. Sounds measured by DIBELS Nonsense Word Fluency Spring Benchmark: 25.* (R.WS.00.05, R.WS.00.06) National Reading Panel, 2000; Fuchs, et. al., 2004; Fry, 1993: Adams, 1990; Torgeson, 2004	Accurately and fluently read high-frequency words found in the core reading series. If lacking a core reading series, read the first 150 words from the Fry List in connected text. *Measured by DIBELS Oral Reading Fluency; Spring Benchmark: 40 words read correctly with 90% accuracy.* (R.FL.01.01, R.WS.01.05, R.WS.01.06) Fry, 1993; Zeno, 1995; Fuchs, et. al., 2004; Hasbrouck and Tindall, 2006; Adams, 1990; Torgeson, 2004; Farrell and Hunter, 2008	Fluently read high frequency words found in the core reading series. If lacking a core reading series, read the first 275 Fry words in connected text. *Measured by DIBELS Oral Reading Fluency; Spring Benchmark: 90 words read correctly with 95% accuracy.* (R.WS.02.06, R.WS.02.07) Fry, 1993; Zeno 1995; Hasbrouck and Tindall, 2006; Adams, 1990; Torgeson, 2004; Farrell and Hunter, 2008	Fluently read high-frequency words found in the core reading series. If lacking a core reading series, read the first 400 Fry words in connected text. *Measured by DIBELS Oral Reading Fluency; Spring Benchmark: 110 words read correctly with 97% accuracy.* (R.WS.03.04, R.WS.03.05) Fry, 1993; Zeno 1995; Hasbrouck and Tindall, 2006; Adams, 1990; Torgeson, 2004; Farrell and Hunter, 2008	Fluently read high-frequency words found in the core reading series. If lacking a core reading series, read the first 525 Fry words in connected text. *Measured by DIBELS Oral Reading Fluency; Spring Benchmark: 118 words read correctly with 97% accuracy.* (R.WS.04.03) Hasbrouck and Tindall, 2006; Fry, 1993; Beyond the Blueprint 2007; Zeno, 1995; Adams, 1990; Torgeson, 2004; Farrell and Hunter, 2008	Fluently read high-frequency words found in the core reading series. If lacking a core reading series, read the first 650 Fry words in connected text. *Measured by DIBELS Oral Reading Fluency; Spring Benchmark: 124 words read correctly with 97% accuracy.* (R.WS.05.03) Hasbrouck and Tindall, 2006; Fry, 1993; Beyond the Blueprint, 2007; Zeno, 1995; Torgeson, 2004; Farrell and Hunter, 2008	Fluently read high-frequency words found in the core reading series. If lacking a core reading series, read the first 775 Fry words in connected text. *Measured by DIBELS Oral Reading Fluency; Spring Benchmark: 125 words read correctly with 97% accuracy.* (R.WS.06.03) Hasbrouck and Tindall, 2006; Fry, 1993; Beyond the Blueprint, 2007; Zeno, 1995; Torgeson, 2004; Farrell and Hunter, 2008	Fluently read 1000 high-frequency words from the Fry words list in connected text. *Measured by AIMSweb Oral Reading Fluency; Spring Target: 147 words read correctly with 97% accuracy.* (R.WS.07.03) Fry, 1993; FCRR; Beyond the Blueprint, 2007; Zeno, 1995; Torgeson, 2004; Farrell and Hunter, 2008	Fluently read 1000 high frequency words from the Fry words list in connected text. *Measured by AIMSweb Oral Reading Fluency; Spring Target: 147 words read correctly with 97% accuracy.* (R.WS.08.03) Fry, 1993; FCRR; Beyond the Blueprint, 2007; Zeno, 1995; Torgeson, 2004; Farrell and Hunter, 2008

Curricular Priorities—**Reading** (based on research and evidence)

High priority ● ● ◑ ◔ ○ Low priority

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Vocabulary	● Know the meanings of words frequently encountered in grade-level reading and oral language contexts. (R.WS.00.09) Hart and Risley, 1995; Beck, 1982; Marzano, 2004; Beck, et. al., 2002; Staho, 1999; Bailey and Butler, 2003; Torgeson, 2004	● Know the meanings of words frequently encountered in grade-level reading and oral language contexts. (R.WS.01.09) Hart and Risley, 1995; Beck, 1982; Marzano, 2004; Beck, et. al., 2002; Staho, 1999; Bailey and Butler, 2003; Torgeson, 2004	● Know the meanings of words frequently encountered in grade-level reading and oral language contexts. (R.WS.02.09) Hart and Risley, 1995; Beck, 1982; Marzano, 2004; Beck, et. al., 2002; Staho, 1999; Bailey and Butler, 2003; Torgeson, 2004	● Know the meanings of words frequently encountered in grade-level reading and oral language contexts. (R.WS.03.03) Beck, 1982; Beck, et. al., 2002; Hart and Risley, 1995; Stahl, 1999; National Reading Panel, 2000; Coxhead, 2000; Marzano, 2004; Bailey and Butler, 2003; Torgeson, 2004	● Know the meanings of words frequently encountered in grade-level reading and oral language contexts. (R.WS.04.04) Beck, 1982; Beck, et. al., 2002; Hart and Risley, 1995; Stahl, 1999; Tolman, 2005; National Reading Panel, 2000; Coxhead, 2000; Marzano, 2004; Bailey and Butler, 2003; Torgeson, 2004; Stahl, 1999; Snow, 2003	● Know the meanings of words frequently encountered in grade-level reading and oral language contexts. (R.WS.05.04) Beck, 1982; Beck, et. al., 2002; Coxhead, 2000; Marzano, 2004; Bailey and Butler, 2003; Torgeson, 2004; Stahl, 1999; Snow, 2003	● Know the meanings of words frequently encountered in grade-level reading and oral language contexts. (R.WS.06.01, R.WS.06.04) Beck, et. al., 2002; Kamil, 2008; Beck, 1982; Coxhead, 2000; Marzano, 2004; Bailey and Butler, 2003; Torgeson, 2004; Stahl, 1999; Snow, 2003	● Know the meanings of words encountered frequently in grade-level reading and oral language contexts. (R.WS.07.01, R.WS.07.04) Beck, et. al., 2002; Kamil, 2008; Beck, 1982; Coxhead, 2000; Marzano, 2004; Bailey and Butler, 2003; Torgeson, 2004; Stahl, 1999; Snow, 2003	● Know the meanings of words frequently encountered in grade-level reading and oral language contexts. (R.WS.08.01, R.WS.08.04) Beck, et. al., 2002; Kamil, 2008; Beck, 1982; Coxhead, 2000; Marzano, 2004; Bailey and Butler, 2003; Torgeson, 2004; Stahl, 1999; Snow, 2003
	● To determine the meaning of unknown words, use picture clues, prediction, and other people. (R.WS.00.10) Bailey and Butler, 2003; Moats, 2005; Beck, et. al., 2002; Hart and Risley, 1995; Archer, 2006, 2008; National Reading Panel, 2000; Archer, 2008; Stahl, 1999	● To determine the meaning of unknown words, first use context clues and then picture clues, prediction, and other people. (R.WS.01.10) Bailey and Butler, 2003; Beck, et.al., 2002; Hart and Risley, 1995; Moats, 2005; Archer, 2006, 2008; National Reading Panel, 2000; Archer, 2008; Stahl, 1999	● To determine the meaning of unknown words, first use context clues and then picture clues, prediction, and other people. (R.WS.02.08, R.WS.02.10, R.WS.02.11) Bailey and Butler, 2003; Beck et. al., 2002; Hart and Risley, 1995; Moats, 2005; National Reading Panel, 2000; Archer, 2006, 2008; Stahl, 1999	● To determine the meaning of unknown words, first use context clues and then structural aspects of the word, outside sources (glossary, on-line dictionary, dictionary), prediction, and other people. (R.WS.03.06, R.WS.03.08) Beck et. al., 2002; Archer, 2008 – presentation at HISD; Moats, 2005; Hart and Risley, 1995; Bailey and Butler, 2003; Stahl, 1999	● To determine the meaning of unknown words, first use context clues and then structural aspects of the word, outside sources (glossary, on-line dictionary, dictionary), prediction, and other people. (R.WS.04.01, R.WS.04.02, R.WS.04.07) Beck et. al., 2002; Archer, 2008 – presentation at HISD; Bailey and Butler, 2003; Moats, 2005; Hart and Risley, 1995; Stahl, 1999	● To determine the meaning of unknown words, first use context clues and then structural aspects of the word, outside sources (glossary, on-line dictionary, dictionary), prediction, and other people. (R.WS.05.01, R.WS.05.02, R.WS.05.07) Beck et. al., 2002; Archer, 2008 – presentation at HISD; Bailey and Butler, 2003; Moats, 2005; Stahl, 1999	● To determine the meaning of unknown words, first use context clues and then structural aspects of the word, outside sources (glossary, on-line dictionary, dictionary), prediction, and other people. (R.WS.06.02, R.WS.06.07, R.WS.06.01) Beck et. al., 2002; Archer, 2008 – presentation at HISD; Kamil, 2008, Bailey and Butler, 2003; Moats, 2005; Stahl, 1999	● To determine the meaning of unknown words, first use context clues and then structural aspects of the word, outside sources (glossary, on-line dictionary, dictionary), prediction, and other people. (R.WS.07.02, R.WS.07.07, R.WS.07.01) Beck et. al., 2002; Archer, 2008 – presentation at HISD; Kamil, 2008; Bailey and Butler, 2003; Moats, 2005; Stahl, 1999	● To determine the meaning of unknown words, first use context clues and then structural aspects of the word, outside sources (glossary, on-line dictionary, dictionary), prediction, and other people. (R.WS.08.02, R.WS.08.07) Beck et. al., 2002; Archer, 2008 – presentation at HISD; Kamil, 2008; Bailey and Butler, 2003; Moats, 2005; Stahl, 1999
					● Use vocabulary and concept maps to demonstrate deeper understanding of words with multiple meanings and to construct meaning based on word origin. (R.WS.04.05) Stahl, 1999; Beck et. al., 2002; Moats, 2005; Archer, 2006 – presentation at HISD; Tolman, 2005; Nagy, 2006; Baker, Simmons, and Kame'enui, 1998; Tolman, 2005	● Use vocabulary and concept maps to demonstrate deeper understanding of words with multiple meanings and to construct meaning based on word origin. (R.WS.05.05) Stahl, 1999; Beck et. al., 2002; Moats, 2005; Archer, 2006 – presentation at HISD; Tolman, 2005; Nagy, 2006; Baker, Simmons, and Kame'enui, 1998; Tolman, 2005	● Use vocabulary and concept maps to demonstrate deeper understanding of words with multiple meanings and to construct meaning based on word origin. (R.WS.06.05) Stahl, 1999; Beck et. al., 2002; Moats, 2005; Archer, 2006 – presentation at HISD; Kamil, 2008, Nagy, 2006; Tolman, 2005; Baker, Simmons, and Kame'enui, 1998; Tolman, 2005	● Use vocabulary and concept maps to demonstrate deeper understanding of words with multiple meanings and to construct meaning based on word origin. (R.WS.07.05) Stahl, 1999; Beck et. al., 2002; Moats, 2005; Archer, 2006 – presentation at HISD; Kamil, 2008; Nagy, 2006; Tolman, 2005; Baker, Simmons, and Kame'enui, 1998; Tolman, 2005	● Use vocabulary and concept maps to demonstrate deeper understanding of words with multiple meanings and to construct meaning based on word origin. (R.WS.08.05) Stahl, 1999; Beck et. al., 2002; Moats, 2005; Archer, 2006 – presentation at HISD; Kamil, 2008; Nagy, 2006; Tolman, 2005; Baker, Simmons, and Kame'enui, 1998; Tolman, 2005

Curricular Priorities—**Reading** (based on research and evidence)

High priority ● ● ◕ ◔ ○ Low priority

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Comprehension	● Identify the differences between narrative (to entertain) and expository (to inform) texts. (R.NT.00.02, R.IT.00.01, L.RP.00.01) Moats, 2005; Morrow, Gambrell, Pressley, 2003	● Identify the differences between narrative (to entertain) and expository (to inform) texts. (R.NT.01.02, R.IT.01.01, L.RP.01.01) Moats, 2005; Morrow, Gambrell, Pressley, 2003	● Identify and discuss the difference between expository (to inform) and narrative (to entertain) texts. (R.IT.02.01, R.NT.02.02) Moats, 2005; Morrow, Gambrell, Pressley, 2003	● Identify and discuss the difference between expository (to inform) and narrative (to entertain) texts. (R.IT.03.02, R.NT.03.02, R.IT.03.01) Moats, 2005; Morrow, 2003					
	◕ Monitor comprehension by making credible predictions based on text and illustrations. (R.CM.00.03, R.MT.00.01) Moats, 2005; Archer, 2006; Auman, 2008; Torgeson, 2007	◕ Monitor comprehension by using graphic organizers, activating prior knowledge, generating questions, and making predictions. (R.MT.01.01, R.MT.01.02, R.MT.01.03, R.MT.01.04) Marzano, 2001; Moats, 2005; Morrow, Gambrell, Pressley, 2003; Archer, 2006; Auman, 2008; Torgeson, 2007	● Monitor comprehension by using graphic organizers, activating prior knowledge, re-reading, summarizing, generating questions, and making predictions and inferences. (R.MT.02.01, R.MT.02.02, R.MT.02.03, R.MT.02.04, R.MT.02.05) Auman, 2008; Marzano, 2001; Moats, 2005; Marrow et.al., 2003; Archer, 2006; Torgeson, 2007	● Monitor comprehension by using graphic organizers, activating prior knowledge, participating in discussion, re-reading, summarizing, generating questions, and making predictions and inferences. (R.MT.03.01, R.MT.03.02, S.DS.03.01) Auman, 2008; Marzano, 2001; Morrow, 2003; Archer, 2006; Moats, 2005; Moats, 2006; Torgeson, 2007	● Monitor comprehension by using graphic organizers, re-reading, summarizing, generating questions, and making predictions and inferences. (S.DS.04.01, S.DS.04.03, R.MT.04.01, R.MT.04.02, L.RP.04.01, L.RP.04.03) Snow and Biancarosa 2003; Alvermann, Eakle, 2003; Beyond the Blueprint, 2007; Morrow, 2003; Moats, 2005; Moats, 2006; Marzano, 2001; Torgeson, 2007; Archer, 2006; Auman, 2008; Stahl and Shanahan, 2004	◕ Monitor comprehension by using graphic organizers, re-reading, summarizing, generating questions, participating in discussions, making predictions and inferences, and activating prior knowledge. (S.DS.05.01, S.DS.05.03, R.MT.05.01, R.MT.05.02, L.RP.05.01, L.RP.05.03) Snow and Biancarosa 2003; Alvermann, Eakle, 2003; Beyond the Blueprint, 2007; Morrow, 2003; Moats, 2005; Moats, 2006; Marzano, 2001; Torgeson, 2007; Archer, 2006; Auman, 2008; Stahl and Shanahan, 2004	● Monitor comprehension by using graphic organizers, re-reading, summarizing, synthesizing, generating questions, participating in discussions, making predictions and inferences, and activating prior knowledge. (S.DS.06.01, R.MT.06.01, R.MT.06.02, R.CM.06.03, L.RP.06.01) Snow and Biancarosa 2003; Alvermann, Eakle, 2003; Beyond the Blueprint, 2007; Morrow, 2003; Moats, 2005; Moats, 2006; Marzano, 2001; Torgeson, 2007; Archer, 2006; Auman, 2008; Stahl and Shanahan, 2004	◕ Monitor comprehension by using graphic organizers, re-reading, summarizing, synthesizing, generating questions, participating in discussions, making predictions and inferences, and activating prior knowledge. (S.DS.07.01, R.MT.07.01, R.MT.07.02, R.CM.07.03, L.RP.07.01) Snow and Biancarosa 2003; Alvermann, Eakle, 2003; Beyond the Blueprint, 2007; Morrow, 2003; Moats, 2005; Moats, 2006; Marzano, 2001; Torgeson, 2007; Archer, 2006; Auman, 2008; Stahl and Shanahan, 2004	◕ Monitor comprehension by using graphic organizers, re-reading, summarizing, synthesizing, generating questions, participating in discussions, making predictions and inferences, and activating prior knowledge. (S.DS.08.01, R.MT.08.01, R.MT.08.02, R.CM.08.03, L.RP.08.01) Snow and Biancarosa 2003; Alvermann, Eakle, 2003; Beyond the Blueprint, 2007; Morrow, 2003; Moats, 2005; Moats, 2006; Marzano, 2001; Torgeson, 2007; Archer, 2006; Auman, 2008; Stahl and Shanahan, 2004
	◔ Make text-to-self and text-to-text connections and comparisons through oral, drawn, and written responses. (R.CM.00.01) Moats, 2005; Auman, 2008; Torgeson, 2007	◑ Make text-to-self and text-to-text connections and comparisons through oral and written responses. (R.CM.02.01) Moats, 2005; Auman, 2008; Morrow, et. al., 2003; Marzano, 2001; Torgeson, 2007	◕ Make text-to-self and text-to-text connections and comparisons through oral and written responses. (R.CM.02.01) Moats, 2005; Auman, 2008; Morrow, et. al., 2003; Marzano, 2001; Torgeson, 2007	● Make text-to-self and text-to-text connections and comparisons through oral and written responses. (R.CM.03.01, S.DS.03.03, L.RP.03.01, L.RP.03.03, L.RP.03.05) Morrow, et. al 2003; Denton, 2009; Marzano, 2001; Auman, 2008; Torgeson, 2007; Stahl and Shanahan, 2004	◔ Make text-to-self and text-to-text connections and comparisons through oral and written responses. (R.CM.04.01) Morrow, et. al 2003; Denton, 2009; Marzano, 2001; Auman, 2008; Torgeson, 2007; Stahl and Shanahan, 2004	◔ Make text-to-self and text-to-text connections and comparisons through oral and written responses. (R.CM.05.01) Morrow, et. al, 2003; Denton, 2009; Marzano, 2001; Auman, 2008; Torgeson, 2007; Stahl and Shanahan, 2004	◔ Make text-to-self and text-to-text connections and comparisons through oral and written responses. (R.CM.06.01, L.RP.06.05, S.DS.06.02) Morrow, et. al, 2003; Denton, 2009; Marzano, 2001; Auman, 2008; Torgeson, 2007; Stahl and Shanahan, 2004	◔ Make text-to-self and text-to-text connections and comparisons through oral and written responses. (R.CM.07.01, L.RP.07.05, S.DS.07.02) Morrow, et. al, 2003; Denton, 2009; Marzano, 2001; Auman, 2008; Torgeson, 2007; Stahl and Shanahan, 2004	◕ Make text-to-self and text-to-text connections and comparisons through oral and written responses. (R.CM.08.01, L.RP.08.05, S.DS.08.02) Morrow, et. al, 2003; Denton, 2009; Marzano, 2001; Auman, 2008; Torgeson, 2007; Stahl and Shanahan, 2004
	◑ In responding to single/ multiple texts, find evidence, discuss, illustrate, and/or write to reflect, make meaning and connections among characters, events, and key ideas. (R.NT.00.05, R.IT.00.04, S.DS.00.03, S.DS.00.01, L.RP.00.01, L.RP.00.03) National Reading Panel, 2000; Torgeson, 2007	◑ In responding to single/ multiple texts, take a position, make connections among characters, events, and key ideas, and/or show understanding by citing evidence, engaging in discussions, reflecting, illustrating, and/or writing. (R.NT.01.05, R.IT.01.04, R.CM.01.03, L.RP.01.03, S.DS.01.01, S.DS.01.03) Moats, 2005; Marzano, 2001; Auman, 2008; Torgeson, 2007	◑ In responding to single/ multiple texts, take a position, make connections among characters, events, and key ideas, and/or show understanding by citing evidence, engaging in discussions, reflecting, illustrating, and/or writing. (R.NT.02.01, R.NT.02.05, R.IT.02.04, R.CM.02.03, L.RP.02.01, L.RP.02.03, S.DS.02.01, S.DS.02.03) Moats, 2005; Marzano, 2001; Auman, 2008; Torgeson, 2007	◕ In responding to single/ multiple texts, take a position, make connections among characters, events, and key ideas, and/or show understanding by citing evidence, engaging in discussions, reflecting, illustrating, and/or writing. (R.NT.03.01, R.NT.03.03, R.CM.03.03) Moats, 2005; Marzano, 2001; Auman, 2008; Torgeson, 2007	● In responding to single/ multiple texts, take a position, make connections among characters, events, and key ideas, and/or show understanding by citing evidence, engaging in discussions, reflecting, illustrating, and/or writing. (R.CM.04.03, R.NT.04.03) Moats, 2005; Marzano, 2001; Auman, 2008; Torgeson, 2007; Stahl and Shanahan, 2004	◕ In responding to single/ multiple texts, analyze global themes, discover universal truths, and draw conclusions by citing evidence, engaging in discussions, reflecting, illustrating, and/or writing. (R.CM.05.03) Moats, 2005; Marzano, 2001; Auman, 2008; Torgeson, 2007; Stahl and Shanahan, 2004	● In responding to single/ multiple texts, analyze global themes, discover universal truths, and draw conclusions by citing evidence, engaging in discussions, reflecting, illustrating, and/or writing. Moats, 2005; Marzano, 2001; Auman, 2008; Torgeson, 2007; Stahl and Shanahan, 2004	◕ In responding to single/ multiple texts, analyze global themes, discover universal truths, and draw conclusions by citing evidence, engaging in discussions, reflecting, illustrating, and/or writing. Moats, 2005; Marzano, 2001; Auman, 2008; Torgeson, 2007; Stahl and Shanahan, 2004	● In responding to single/ multiple texts, analyze global themes, discover universal truths, and draw conclusions by citing evidence, engaging in discussions, reflecting, illustrating, and/or writing. Moats, 2005; Marzano, 2001; Auman, 2008; Torgeson, 2007; Stahl and Shanahan, 2004

Curricular Priorities—**Reading** (based on research and evidence)

High priority ● ● ◑ ◔ ○ Low priority

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Comprehension	● From expository text, recall at least three facts. (R.IT.00.02, R.CM.00.04, S.DS.00.02) Moats, 2005; Archer, 2008; Auman, 2008	● From expository text, recall the main idea and at least three facts. (R.CM.01.04, R.IT.01.02) Archer, 2008; Auman, 2008; Moats, 2005	● From expository text, recall main idea and at least three facts to make connections and/or take a position. (R.CM.02.04, R.IT.02.02) Auman, 2008; Moats 2005 Moats, 2005; Marzano, 2001; Auman, 2008; Archer, 2008	● From expository text, recall main idea and at least three facts to make connections and/or take a position. (R.CM.03.02, R.CM.03.04) Auman, 2008; Moats, 2005; Archer, 2008	● From expository text, summarize the main idea and important facts to make connections and/or take a position. (R.CM.04.02, R.CM.04.04) Biancarosa, 2006; Reeves, 2003; Moats, 2005; Graham and Perin, 2007; Archer, 2008; Auman, 2008	● From expository text, summarize the main idea and important facts to make connections and/or take a position. (R.CM.05.04, R.CM.05.02) Aumen, 2008; Reeves, 2003; Biancarosa, 2006; Moats, 2005; Graham and Perin, 2007; Archer, 2008; Auman, 2008	● From expository text, summarize the main idea and important facts to make connections and/or take a position. (R.CM.06.04, R.CM.06.02) Aumen, 2008; Reeves, 2003; Biancarosa, 2006; Moats, 2005; Graham and Perin, 2007; Archer, 2008; Auman, 2008	● From expository text, summarize the main idea and important facts to make connections and/or take a position. (R.CM.07.02, R.CM.07.04) Aumen, 2008; Reeves, 2003; Biancarosa, 2006; Moats, 2005; Graham and Perin, 2007; Archer, 2008; Auman, 2008	● From expository text, summarize the main idea and important facts to make connections and/or take a position. (R.CM.08.02, R.CM.08.04) Aumen, 2008; Reeves, 2003; Biancarosa, 2006; Moats, 2005; Graham and Perin, 2007; Archer, 2008; Auman, 2008
					◑ From expository text, identify text features (such as appendices, headings, legends, etc.) and structural elements (cause/effect, fact/opinion, main idea/supporting details). (R.IT.04.01, R.IT.04.03) Santa, 2004; Beyond the Blueprint, 2007; Denton, 2009; Snow and Biancarosa, 2003	◑ From expository text, identify text features (such as appendices, headings, legends, timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, conclusions, etc.) and structural elements (cause/effect, fact/opinion, main idea/supporting details). (R.IT.05.01, (R.IT.05.03) Santa, 2004; Beyond the Blueprint, 2007; Denton, 2009; Snow and Biancarosa, 2003	◑ From expository text, identify text features (such as timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, conclusions, appendices, footnotes, bibliographies, etc.) and structural elements (cause/effect, fact/opinion, main idea/supporting details). (R.IT.06.01, R.IT.06.03) Santa, 2004; Beyond the Blueprint, 2007; Denton, 2009; Snow and Biancarosa, 2003	◑ From expository text, identify text features (such as timelines, graphs, charts, tables of contents, indices, introductions, summaries, conclusions, appendices, footnotes, bibliographies, etc.) and structural elements (cause/effect, fact/opinion, main idea/supporting details). (R.IT.07.01, R.IT.07.03) Santa, 2004; Beyond the Blueprint, 2007; Denton, 2009; Snow and Biancarosa, 2003	◑ From expository text, identify text features (such as timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, conclusions, appendices, footnotes, bibliographies, etc.) and structural elements (cause/effect, fact/opinion, main idea/supporting details). (R.IT.08.01, R.IT.08.03) Santa, 2004; Beyond the Blueprint, 2007; Denton, 2009; Snow and Biancarosa, 2003
	● From narrative text, retell the setting, characters, and up to three events. (R.NT.00.03, R.CM.00.02, S.DS.00.02) Moats, 2005; Archer, 2008; Auman, 2008	● From narrative text, retell the setting, characters, and a minimum of three events in a sequence using transition words. (R.NT.01.03, R.CM.01.02, R.NT.01.04, S.DS.01.02) Auman, 2008; Archer, 2008; Moats, 2005	● From narrative text, retell the setting, characters, problem/solution, and a minimum of three events in a sequence using transition words. (R.NT.02.03, R.CM.02.02, S.DS.02.02) Moats, 2005; Archer, 2008; Auman, 2008	● From narrative text, retell the setting, characters, problem/solution, theme, and a minimum of three events in a sequence using transition words. (R.NT.03.03, R.CM.03.02, R.CM.03.03, S.DS.03.02) Auman, 2008; Archer, 2008; Moats, 2005	◑ From narrative text, retell the setting, characters, problem/solution, theme, and a minimum of three events in a sequence using transition/signal words. (R.CM.04.02, S.DS.04.02) Auman, 2008; Archer, 2008; Moats, 2005	◔ From narrative text, retell the setting, characters, problem/solution, theme, plot, climax, and a minimum of three events in a sequence using transition words. (R.NT.05.03, R.CM.05.02, S.DS.05.02) Archer, 2008; Auman, 2008	◑ From narrative text, analyze theme, setting, characters, problem/solution, plot, climax, and use of transition/signal words. (R.NT.06.03, R.NT.06.01, R.CM.06.02, S.DS.06.03) Fry and Fountoukidis, 1993; Archer, 2008; Auman, 2008	◔ From narrative text, analyze theme, setting, characters, problem/solution, plot, climax, and use of transition/signal words. (R.NT.07.01, R.NT.07.03, R.CM.07.02, S.DS.07.03) Fry and Fountoukidis, 1993; Archer, 2008; Auman, 2008	◔ From narrative text, analyze theme, setting, characters, problem/solution, plot, climax, and use of transition/signal words. (R.NT.08.01, R.NT.08.03, R.CM.08.02, S.DS.08.03) Fry and Fountoukidis, 1993; Archer, 2008; Auman, 2008
					◑ From narrative text, identify text features (such as appendices, headings, legends, etc.) and structural elements. (R.NT.04.02) Denton, 2009	◑ From narrative text, identify text features (such as appendices, headings, legends, etc.) and structural elements. (R.NT.05.02) Denton, 2009	◑ From narrative text, identify text features (such as appendices, headings, legends, etc.) and structural elements. (R.NT.06.02) Denton, 2009	◑ From narrative text, identify text features (such as appendices, headings, legends, etc.) and structural elements. (R.NT.07.02) Denton, 2009	◑ From narrative text, identify text features (such as appendices, headings, legends, etc.) and structural elements. (R.NT.08.02) Denton, 2009
					○ Recognize and analyze author's bias and purpose as it pertains to comprehending text. Alvermann and Eakle, 2003; Graham and Harris, 2005; Stahl and Shanahan, 2004	○ Recognize and analyze author's bias and purpose as it pertains to comprehending text. Alvermann and Eakle, 2003; Graham and Harris, 2005; Stahl and Shanahan, 2004	◔ Recognize and analyze author's bias and purpose as it pertains to comprehending text. Alvermann and Eakle, 2003; Graham and Harris, 2005; Stahl and Shanahan, 2004	◔ Recognize and analyze author's bias and purpose as it pertains to comprehending text. Alvermann and Eakle, 2003; Graham and Harris, 2005; Stahl and Shanahan, 2004	◔ Recognize and analyze author's bias and purpose as it pertains to comprehending text. Alvermann and Eakle, 2003; Graham and Harris, 2005; Stahl and Shanahan, 2004

Curricular Priorities—**Reading** (based on research and evidence)

High priority ● ● ◐ ◑ ○ Low priority

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Comprehension	Identify text patterns found in expository and narrative writing such as _____;	Identify text patterns found in expository and narrative writing such as _____;	In responding to single/ Identify text patterns found in expository and narrative writing such as _____;	Identify text patterns found in expository and narrative writing such as _____;	Identify text patterns found in expository and narrative writing such as _____; (R.IT.04.02) Biancarosa, 2006	Identify text patterns found in expository and narrative writing such as _____; (R.IT.05.02) Biancarosa, 2006	Identify text patterns found in expository and narrative writing such as _____; (R.IT.06.02) Biancarosa, 2006	Identify text patterns found in expository and narrative writing such as _____; (R.IT.07.02) Biancarosa, 2006	Identify text patterns found in expository and narrative writing such as _____; Biancarosa, 2006