

Division of Language Arts/Reading

READING COACH

Professional Development
2010-2011



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Power Point

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- HM Alignment with FCAT Content Assessed

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- Pacing Guides At-a-Glance
- HM Alignment with FCAT Content Assessed

5th Grade:

- Pacing Guides At-a-Glance
- HM Alignment with FCAT Content Assessed

Action Plan

A green chalkboard with two pieces of pink chalk and some faint white chalk markings. The chalkboard is the background for the text.

Elementary Reading Coach Professional Development

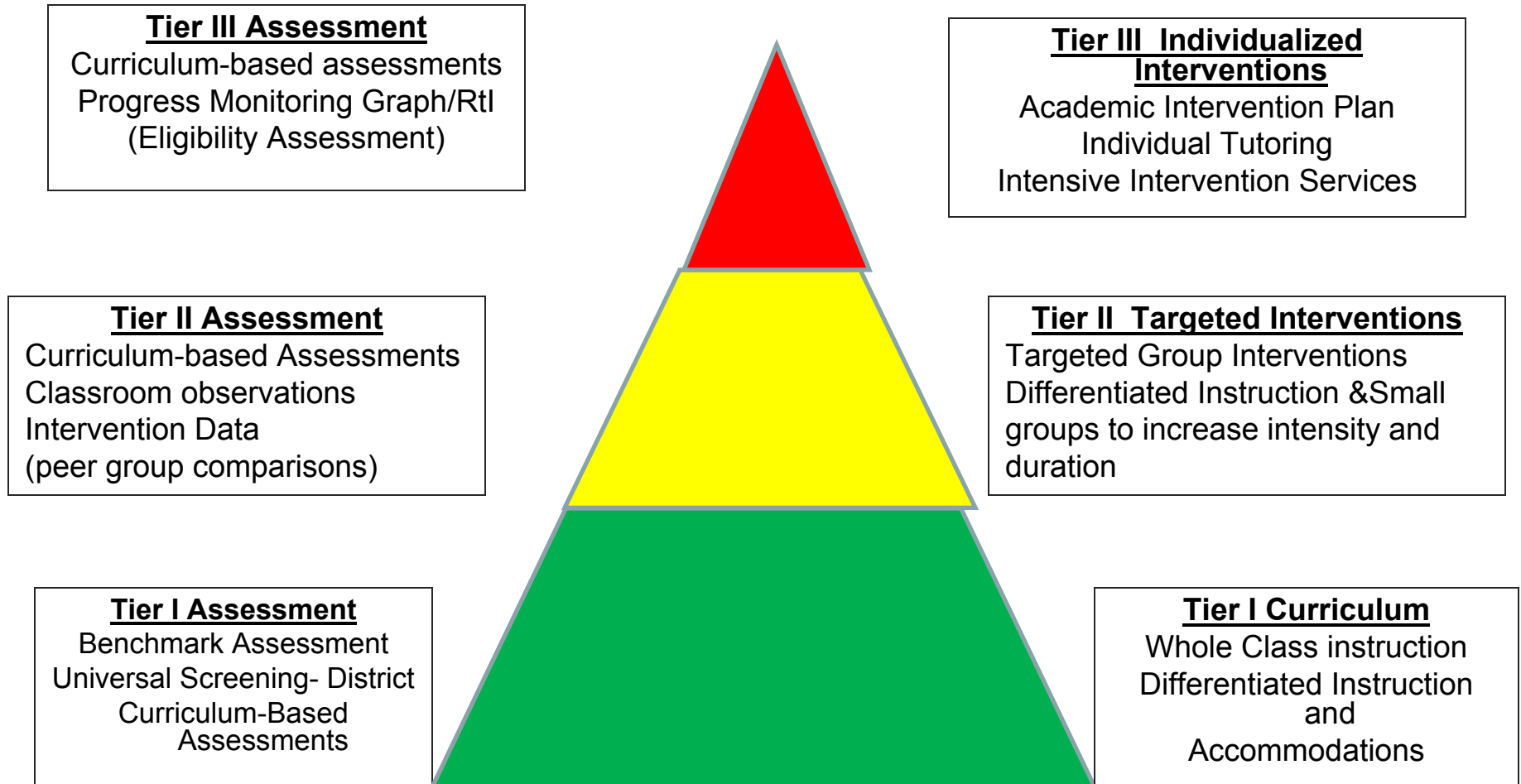
September 2010



Welcome Back

- One Picture Book, One Community
- Baseline Assessments
 - Writing WB #8419
 - Reporting on EduSoft WB #8327
 - Instructional Implications
- Book Fair
- Online Coaching Survey
- Coach's Logs/Schedule/Action Plan/Threaded Discussions

RtI – “*The Triangle*”



Who Gets What When and How?

	Tier 1	Tier 2	Tier 3
Time	90	120	180
Curricular Focus	6 areas	Less than 6	2 or less
Curricular Breadth	Core	Core + Intervention	Core + Intervention + Intensive
Frequency of Progress Monitoring	Yearly or greater	Monthly or Greater	Weekly
Who/What	Everyone/ HM + TLC +Center Activities	FCAT Level 1 &2 PRS = 16-44% Box 3+4, Box 3+5 Voyager	Unresponsive to Tier 2 Technology- based, adaptive, intensive.

Voyager Placement Chart

Recommended National 2008 Passport Entry Points (B1)

	IC	1			2			3			4			5			
ORF/WRP Score	All Scores	HWF < 12 PSF < 13	HWF ≥ 12 PSF ≥ 16	HWF < 20 RCORF < 10	HWF 20-36 RCORF 19-26	HWF 2-36 RCORF 19-36	HWF ≥ 30 RCORF ≥ 18	RCORF < 26	RCORF 26-38	RCORF 49-63	RCORF ≥ 61	RCORF ≥ 66	RCORF 41-59	RCORF ≥ 71	RCORF ≥ 60	RCORF 45-61	RCORF ≥ 61
A	Adventure 1 Lesson 1																
B		Adventure 1 Lesson 1 + Reteach Fluency Book 1	Adventure 1 Lesson 1	Adventure 1 Lesson 1 + Reteach Fluency Book 1													
C				Adventure 1 Lesson 1 + Reteach Fluency Book 1	Adventure 1 Lesson 1 + Reteach Fluency Book 2	Adventure 7 Lesson 1 + Reteach Fluency Book 3	Adventure 4 Lesson 1 + Reteach Fluency Book 1										
D								Adventure 1 Lesson 1 + Reteach Fluency Book 1	Adventure 3 Lesson 1 + Reteach Fluency Book 2	Adventure 5 Lesson 1 + Reteach Fluency Book 3	Adventure 1 Lesson 1 + Reteach Fluency Book 1				Adventure 1 Lesson 1 + Reteach Fluency Book 1		
E													Adventure 1 Lesson 1 + Reteach Fluency Book 1	Adventure 4 Lesson 1 + Reteach Fluency Book 3			
F																Adventure 1 Lesson 1 + Reteach Fluency Book 1	Adventure 4 Lesson 1 + Reteach Fluency Book 3

≥ 20 equal to or greater than listed score.
 > 10 greater than listed score.
 < 10 less than listed score.
 * Certain Placement Test levels C through F with Adventure Placement Test provided with the Assessment Teacher's Guide.

The 90 minute Language Arts/Reading Instructional Block

Teacher Directed Instruction
Grade-Level Text
CORE Instruction (CCRP-Houghton Mifflin)



Teacher-Led Center
Guided Reading/Skills and/or Strategy Groups
Instructional Level Text

Independent Center

Independent Center

Possibility for a third rotation, if necessary

RtI requires responsive instruction that is differentiated in both whole and small groups.



Solid Tier 1 Instruction

The 90 Minute Block

- Core Standards-based Instruction (Whole Group)
 - Side-by-Side
 - Aligning standards, pacing guides and assessment
 - Task Cards
 - Instructional Implications
 - Newest benchmarks



NGSSS Jigsaw

- A. Phonics/ Word Analysis, Fluency
- B. Vocabulary Development
- C. Reading Comprehension
- D. Literary Analysis Fiction/ Non-Fiction
- E. Writing Process & Applications
- F. Communication & Information and Media Literacy

Sunshine State Standards 3-5 Comparison

Reformatted by Dawn S. Pearce, April 2007

Edited by Bernadette Alonso, May 2007

Strand: Literary Analysis

Grade: 3	Grade: 4	Grade: 5
<p>Standard: Fiction</p> <p>LA.3.2.1.1 Understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama)</p> <p>LA.3.2.1.2 Identify and explain the elements the story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction</p> <p>LA.3.2.1.3 Identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language)</p> <p>LA.3.2.1.4 Identify an author's theme, and use details from the text to explain how the author developed that theme</p> <p>LA.3.2.1.5 Respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)</p> <p>LA.3.2.1.6 Write a book report or review that identifies the main idea, character(s), setting, sequence of events, and</p>	<p>Standard: Fiction</p> <p>LA.4.2.1.1 Read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media</p> <p>LA.4.2.1.2 Identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction</p> <p>LA.4.2.1.3 Identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language)</p> <p>LA.4.2.1.4 Identify an author's theme, and use details from the text to explain how the author developed that theme</p> <p>LA.4.2.1.5 Respond to, discuss, and reflect on various literary selections, connecting text to self (personal connections), text to world (social connection), text to text (comparison among multiple texts)</p> <p>LA.4.2.1.6 Write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution</p>	<p>Standard: Fiction</p> <p>LA.5.2.1.1 Demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature)</p> <p>LA.5.2.1.2 Locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction</p> <p>LA.5.2.1.3 Demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem</p> <p>LA.5.2.1.4 Identify an author's theme, and use details from the text to explain how the author developed that theme</p> <p>LA.5.2.1.5 Demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media</p> <p>LA.5.2.1.6 Write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution</p> <p>LA.5.2.1.7 Identify and explain an author's</p>

Student Report

Assessment Period 2

FCAT Success Probability

Why the difference?

Changes to new Reporting Categories:

1. Vocabulary
2. Reading Application
3. Literary Analysis (Fiction/Non-fiction)
4. Informational Text/Reference Research

Spend some time here...

- What trends do you observe?
- Beginning/middle/ending sounds?
- Vowels? Consonants?
- Stables (-ing; -tion)?

Reading Comprehension

FSP	21%
Standard Score	84
Lexile ® Measure	560L
Lexile ® Range	460L - 610L
Percentile Rank	14 th
Ability Score	335
Ability Range	263 - 407
1st Passage	16 Minutes 5 Seconds
2nd Passage	14 Minutes 34 Seconds
3rd Passage	
Words/Phrases	Low
Main Idea/Purpose	Low
Comparison/Contrast & Cause/Effect	High
Reference/Research	Not Enough Information

Maze

Standard Score	75
Percentile Rank	5 th
Average Adjusted Maze Score	8.4

Word Analysis

Standard Score	60
Percentile Rank	1 st
Word Analysis Ability Score(WAAS)	200
Words Missed	7

Target Word

Student's Response

CHURCH	charct
DOUBLE	d
ENERGY	enger
GROUND	gound
HUGE	hugm
OPINION	opping



F.A.I.R. & FCAT Reporting Categories

- ✘ Each question on the Reading Comprehension passages is categorized into one of the four reporting categories:
 1. Vocabulary
 2. Reading Application
 3. Literary Analysis (Fiction/Non-fiction)
 4. Informational Text/Reference Research
- ✘ Based on the student's performance on the Reading Comprehension, he/she will receive a score of:
 - + High – Medium – Low – Not enough information in each of the four areas

Alignment of FAIR to the SSS

FAIR Softests	Reading Standards *Benchmarks	Content Focus	Instructional Support/Strategies/Materials
Kindergarten Broad Screening			
Letter Naming and Sounds	<u>Concepts of Print</u> *LA.K.1.1.7 Name all upper and lower case letters of the alphabet <u>Phonics/Word Study</u> *LA.K.1.4.1 Recognize and recall the one to one correspondence between most letters and sounds	<ul style="list-style-type: none"> Recognize and recall letters and their sounds 	
Phonemic Awareness	<u>Phonemic Awareness</u> *LA.K.1.3.2 Blend and segment individual phonemes in simple, one-syllable words	<ul style="list-style-type: none"> Blending individual phonemes 	
Word Reading	<u>Phonics/Word Study</u> *LA.K.1.4.2 Decode simple words in isolation and in context	<ul style="list-style-type: none"> High Frequency Words 	



Alignment of SAT to the SSS

Content Clusters (Format)	Subclusters	Process Clusters	SAT Standards (National)	Florida SSS	Instructional Support Strategies & Materials
Short Passages with Questions	Literary	Initial Understanding	<ul style="list-style-type: none"> Determine explicit action or sequence of events Determine explicit supporting details 	LA.2.2.1.2 Identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction LA.2.1.7.3 Summarize information in text, including but not limited to main idea, supporting details, and connections between texts LA.2.1.7.4 Identify cause-and-effect relationships in text	
		Interpretation	<ul style="list-style-type: none"> Draw conclusions from details Extract implicit theme or main idea Provide support for conclusions 	LA.2.1.7.3 Summarize information in text, including but not limited to main idea, supporting details, and connections between texts LA.2.2.1.4 Identify an author's theme, and use details from the text to explain how the author developed that theme LA.2.1.7.4 Identify cause- and -effect relationships in text	

Look closely for

- New Benchmarks
- Link to Assessments
 - FAIR
 - SAT/FCAT
- Instructional implications
 - K-2 Assessment/SSS Correlation
 - 3-5 HM Alignment with FCAT
 - New Content Focus
 - New Task Cards





Accountability

The accountability of the standards is
the
FCAT 2.0 and F.A.I.R.

ALL ROADS STOP HERE!

ALL the standards are evaluated in
either one or both...

**Instruction of ALL the
standards/benchmarks is
necessary to create a successful,
reflective reader!**

Aligning HM, Pacing Guides, FCAT

Category 1: Vocabulary						
LA.3-5.1.6.3 Context Clues	Context	Theme 1 – S1, S2, S3	Theme 2 – S3, WW S3 Theme 3 – S1, S2	Theme 3 – S3 Theme 4 – S1, S2, S3, S4		Theme 5 – S2, S3 Theme 6 – S1, S2, S3
LA.3-5.1.6.7 Base Words and Affixes	Base Words Prefixes Suffixes Roots (5th grade only)	Theme 1 – Word Work S1 (base/suffix), WW S2 (suffix), WW S4 (root)	Theme 2 – S2 (roots), S3 (suffixes) Theme 3 – S2 (suffixes)	Theme 3 – WW S3 (suffixes) Theme 4 – S1 (suffixes), WW S1 (base), WW S2 (prefixes), WW S3 (prefixes/ suffixes)	Theme 5 – WW S1 (prefixes/suffixes)	Theme 6 – S2 (suffixes), S3 (roots)
LA.3-5.1.6.8 Antonyms, Synonyms, Homographs, Homophones	Antonyms Synonyms	Theme 1 – WW S4 (homophones)	Theme 2 – S1 (antonyms), S2 (synonyms) Theme 3 – W S1 (synonyms)			Theme 5 – Word Work S2 (homophones)
LA.3-5.1.6.9 Multiple Meanings in Context *Includes LA.3-5.1.6.6 Shades of Meaning	Multiple meanings Analyze Words in Text	Theme 1 – WW S1	Theme 2 – WW S4			Theme 6 – WW S1
Category 2: Reading Application						
LA.3-5.1.7.2 Identify Author's Purpose (AP) in text and how Author's Perspective (AV) influences text	Author's purpose (AP) Author's perspective (AV)	Focus on Florida – Henry Flagler: Railroad King (AP- passage 3) Theme 1 – S2 (AV), S3 (AV)				Theme 5 – S3 (AV) Theme 6 – S2 (AV)
LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order	Main idea (MI) Message (stated and implied) Relevant Details (D) Chronological Order (CO) Conclusions (C) Inferences (I)	Focus on Florida – Miami Mural (passage 5); Eatonville: Rooted in History (passage 6) Theme 1 – Link S1 (MI/D), S2 (CO/I/D), S3 (MI/D), S4 (MI/D), Focus on Mysteries – The Case of the Earthenware Pig (CO - passage 1) & The Sticks of Truth (D – passage 2)	Theme 2 – S1 (CO/C), S2 (I/D), S4 (I/D) Theme 3 – S1 (D/C), S2 (D/C)	Theme 3 – S3 (D) Theme 4 – S1 (I/D), S3 (summarize)	Theme 5 – S1 (CO), Link S1 (MI/D)	Theme 5 – S2 (CO), S3 (D) Theme 6 – S1 (CO/D), S2 (MI/D), S3 (I/D)



Rigor

The quintessential hallmark of exemplary standards. It is the measure of how closely a set of standards represents the content and cognitive demand necessary for students to succeed (***without remediation***).



Examples of FCAT Reading Activities Across Cognitive Complexity Levels		
Low Complexity Reading	Moderate Complexity Reading	High Complexity Reading
<ul style="list-style-type: none"> • Identify the correct meanings of grade-level appropriate words. • Locate details in a text. • Locate details on a graph, chart, or diagram. • Recognize the correct order of events in a text. • Identify figurative language in a text. 	<ul style="list-style-type: none"> • Use context clues to identify the meanings of unfamiliar words. • Determine how details support the main idea. • Interpret the information found in text features (e.g., graphs, charts, diagrams, subheadings). • Identify cause-and-effect relationships. • Determine an author's main purpose or 	<ul style="list-style-type: none"> • Analyze the use of figurative language in a text. • Show how text features (e.g., graphs, charts, diagrams, subheadings) contribute to a text. • Determine an author's purpose and/or perspective and describe how it affects the text. • Evaluate strong vs. weak arguments in a text.

FCAT Reading Percentage of Points by Cognitive Complexity Level			
Grade(s)	Low Complexity	Moderate Complexity	High Complexity
3	25-35%	50-70%	5-15%
4*	20-30%	50-70%	10-20%
5-7	15-25%	50-70%	15-25%

<ul style="list-style-type: none"> • Draw conclusions; make inferences. • Determine the correct meaning of words with multiple meanings in
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FCAT Task Cards

<p style="text-align: center;">VOCABULARY (LA.3-5.1.6.3, 1.6.7, 1.6.8, 1.6.9)</p> <p>Context</p> <ul style="list-style-type: none"> ➤ Read this sentence from the passage. <i>Copy sentence or phrase from passage here.</i> ➤ What does the word _____ mean? ➤ When <i>(phrase containing assessed word)</i>, it meant _____. <p>Synonyms/Antonyms</p> <ul style="list-style-type: none"> ➤ What word means the SAME as _____. ➤ Choose the word that means the OPPOSITE of _____. <p>Affixes/Base Words or Root Words</p> <ul style="list-style-type: none"> ➤ Which word has the same base word as _____? ➤ If <i>(base word)</i> means _____, what does <i>base word + affix</i> mean? ➤ Which word has the SAME root as _____? <small>(grade 5 only)</small> ➤ The origin of the word _____ is the Latin root _____ meaning to _____. What does _____ mean? <small>(grade 5 only)</small> <p>Multiple Meaning</p> <ul style="list-style-type: none"> ➤ Which sentence below uses the word _____ the same way as the story/article? ➤ Which sentence uses the word _____ the same as it is used in the sentence above? <p>Analyze Words in Text</p> <ul style="list-style-type: none"> ➤ What feeling does the word _____ create? ➤ What does the author mean when he says _____? ➤ Why does the author use the word _____ in the sentence above? ➤ What is the character doing when _____? 	<p style="text-align: center;">AUTHOR'S PURPOSE & PERSPECTIVE (LA.3-5.1.7.2)</p> <p>Author's Purpose</p> <ul style="list-style-type: none"> ➤ Why does the author most likely write the story/passage? ➤ Why did the author write the article? ➤ What is the author's purpose in writing this article? ➤ Why did the authors of _____ and _____ write these stories/articles? <p>Author's Perspective</p> <ul style="list-style-type: none"> ➤ What does the author mean when he/she writes _____? ➤ The author of _____ would most likely want to read which of the following articles/stories? ➤ Which books would the author of _____ most likely read in order to write this article/story? ➤ With which statement would the author most likely agree? ➤ Explain what the author thinks is most important about _____.
<p style="text-align: center;">MAIN IDEA (LA.3-5.1.7.3)</p> <ul style="list-style-type: none"> ➤ What is the MAIN IDEA of this story/passage/article? ➤ What is the most important lesson _____ learns in the story/passage? ➤ Why do you think this story/article has the title "_____ "? ➤ What would be another good title for this story? ➤ Which sentence best tells what the passage is about? ➤ What is the essential message in the story/article? ➤ Which sentence from the article tells the author's main message? ➤ What is the primary topic of the article? <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> ➤ Which sentence gives the best summary? ➤ Which accomplishment/idea is the most valuable? ➤ Which statement best describes the lesson/moral of this story? 	<p style="text-align: center;">CHRONOLOGICAL ORDER (LA.3-5.1.7.3)</p> <ul style="list-style-type: none"> ➤ What happened just BEFORE/AFTER _____? ➤ What happened first, last, etc. ...? ➤ What happens AFTER _____ but BEFORE _____? ➤ What happened between _____ and _____? ➤ What is the first step in _____? ➤ Retell the events leading up to/following _____. ➤ Explain the steps for _____ and the reasons why. ➤ According to the article, what happened first?

Consider your Instructional Priorities:

Two Streams Converging...

- ✘ Using the basal stories, the skills taught and strategies reviewed... and Data-informed teaching



- ✘ Knowing when to enhance, supplement , and increase the rigor

When the pieces are all put together...

✘ We see:

+ What skills must be taught.

+ When the skills were/are taught.

+ HOW THE SKILLS ARE TAUGHT.

✘ *And we ask ourselves,*

**Did ALL of this stick?
How do you know?**



3 R's of Instruction

- Responsive
- Rigorous
- Recursive



Alignment of FAIR to the SSS

Grade K

FAIR Subtests	<u>Reading Standards</u> *Benchmarks	Content Focus	Instructional Support/Strategies/Materials
Kindergarten Broad Screening			
Letter Naming and Sounds	<u>Concepts of Print</u> *LA.K.1.1.7 Name all upper and lower case letters of the alphabet <u>Phonics/Word Study</u> *LA.K.1.4.1 Recognize and recall the one to one correspondence between most letters and sounds	<ul style="list-style-type: none"> Recognize and recall letters and their sounds 	
Phonemic Awareness	<u>Phonemic Awareness</u> *LA.K.1.3.2 Blend and segment individual phonemes in simple, one-syllable words	<ul style="list-style-type: none"> Blending individual phonemes 	
Word Reading	<u>Phonics/Word Study</u> *LA.K.1.4.2 Decode simple words in isolation and in context	<ul style="list-style-type: none"> High Frequency Words 	

Alignment of FAIR to the SSS

Grade K

FAIR Subtests	<u>Reading Standards</u> *Benchmarks	Content Focus	Instructional Support/Strategies/Materials
Kindergarten Broad Diagnostic Inventory (BDI)			
Comprehension	<u>Reading Comprehension</u> *LA.K.1.7.1 Make predictions about text content using pictures, background knowledge, and text features (title, sub-heading, captions, illustrations) *LA.K.1.7.2 Use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction *LA.K.1.7.3 Retell the main idea or essential message, identify supporting details, and arrange events in sequence *LA.K.1.7.4 Identify the author’s purpose as stated in the text	<ul style="list-style-type: none"> • Text Features • Background Knowledge • Supporting details • Fact/Fiction • Main Idea • Supporting details • Chronological Order • Author’s Purpose 	
Vocabulary	<u>Vocabulary Development</u> *LA.K.1.6.1 Use new vocabulary that is introduced and taught directly	<ul style="list-style-type: none"> • Name words using picture cards 	

Alignment of FAIR to the SSS

Grade K

FAIR Subtests	<u>Reading Standards</u> *Benchmarks	Content Focus	Instructional Support/Strategies/Materials
Kindergarten Targeted Diagnostic Inventory (TDI)			
Print Awareness	<u>Concepts of Print</u> *LA.K.1.1.5 Identify parts of a book *LA.K.1.1.6 Move top to bottom, left to right on a printed page	<ul style="list-style-type: none"> • Title, author, front/back, top/bottom • Left to right, 1st and last word in a page 	
Letter Name Knowledge	<u>Concepts of Print</u> *LA.K.1.1.7 Name all upper and lower case letters of the alphabet	<ul style="list-style-type: none"> • Upper and lower case letters 	
Phoneme Blending	<u>Phonemic Awareness</u> *LA.K.1.3.2 Blend and segment individual phonemes in simple, one-syllable words	<ul style="list-style-type: none"> • Auditory blending of sounds 	
Phoneme Deletion Word Parts/Initial	<u>Phonemic Awareness</u> *LA.K.1.3.3 Manipulate individual phonemes in CVC words through addition, deletion, and substitution	<ul style="list-style-type: none"> • Manipulating sounds by deleting word parts or phonemes 	

Alignment of FAIR to the SSS

Grade K

FAIR Subtests	<u>Reading Standards</u> *Benchmarks	Content Focus	Instructional Support/Strategies/Materials
Kindergarten Targeted Diagnostic Inventory (TDI) Continued			
Letter Sound Connection Initial	<u>Phonological Awareness</u> *LA.K.1.2.4 Identify, blend, and segment onset and rime <u>Phonemic Awareness</u> *LA.K.1.3.1 Identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant words <u>Phonics/Word Study</u> *LA.K.1.4.1 Recognize and recall the one to one correspondence between most letters and sounds	<ul style="list-style-type: none"> • Identification and recognition of initial sound and consonant letters 	
Letter Sound Connection Final	<u>Phonological Awareness</u> *LA.K.1.2.4 Identify, blend, and segment onset and rime <u>Phonemic Awareness</u> *LA.K.1.3.1 Identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant words <u>Phonics/Word Study</u> *LA.K.1.4.1 Recognize and recall the one to one correspondence between most letters and sounds	<ul style="list-style-type: none"> • Identification and recognition of final sound and consonant letters 	

Alignment of FAIR to the SSS

Grade K

FAIR Subtests	<u>Reading Standards</u> *Benchmarks	Content Focus	Instructional Support/Strategies/Materials
Kindergarten Targeted Diagnostic Inventory (TDI) Continued			
Word Building- Initial Consonants	<u>Phonics/Word Study</u> *LA.K.1.4.1 Recognize and recall the one to one correspondence between most letters and sounds	<ul style="list-style-type: none"> Identify and manipulate initial consonants 	
Word Building- Final Consonants	<u>Phonics/Word Study</u> *LA.K.1.4.1 Recognize and recall the one to one correspondence between most letters and sounds	<ul style="list-style-type: none"> Identify and manipulate final consonants 	
Word Building- Medial Vowels	<u>Phonics/Word Study</u> *LA.K.1.4.1 Recognize and recall the one to one correspondence between most letters and sounds	<ul style="list-style-type: none"> Identify and manipulate medial vowels 	

Alignment of FAIR to the SSS

Grade 1

FAIR Subtests	<u>Reading Standards</u> *Benchmarks	Content Focus	Instructional Support/Strategies/ Materials
First Grade Broad Screening			
Word Reading	<u>Phonics/Word Analysis</u> *LA.1.1.4.5 Recognize high frequency words	<ul style="list-style-type: none"> • High Frequency Words 	
FAIR Subtests	<u>Reading Standards</u> *Benchmarks	Content Focus	Instructional Support/Strategies/ Materials
First Grade Broad Diagnostic Inventory (BDI)			
Comprehension	<u>Reading Comprehension</u> *LA.1.1.7.1 Identify a text's features (title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading *LA.1.1.7.2 Use background knowledge and supporting details from text to verify the accuracy of information presented in read selections *LA.1.1.7.3 Retell the main idea or essential message *LA.1.1.7.4 Identify supporting details *LA.1.1.7.6 Arrange events in sequence	<ul style="list-style-type: none"> • Identify text features and use them to make predictions • Background Knowledge • Supporting details • Main Idea • Supporting Details • Chronological order 	

Alignment of FAIR to the SSS

Grade 1

FAIR Subtests	<u>Reading Standards</u> *Benchmarks	Content Focus	Instructional Support/Strategies/ Materials
First Grade Broad Diagnostic Inventory (BDI) Continued			
Comprehension (Continued)	<u>Reading Comprehension (cont.)</u> *LA.1.1.7.5 Distinguish fact from fiction and cause from effect *LA.1.1.7.7 Identify the text structures an author uses (compare/contrast, cause/effect, and sequence of events) <u>Literary Analysis</u> *LA.1.2.1.2 Retell the main events (beginning, middle, end) in a story	<ul style="list-style-type: none"> • Distinguish fact from fiction • Cause and Effect • Compare/Contrast • Plot Development 	
Vocabulary	<u>Vocabulary Development</u> *LA.1.1.6.1 Use new vocabulary that is introduced and taught directly	<ul style="list-style-type: none"> • Name words using picture cards 	

Alignment of FAIR to the SSS

Grade 1

FAIR Subtests	<u>Reading Standards</u> *Benchmarks	Content Focus	Instructional Support/Strategies/ Materials
First Grade Targeted Diagnostic Inventory (TDI)			
Letter Sound Knowledge	<u>Phonics/Word Analysis</u> *LA.1.1.4.1 Generate sounds from all letters and spelling patterns (e.g. consonant blends, long and short vowel patterns) and blends those sounds into words	<ul style="list-style-type: none"> Letter sound recognition 	
Phoneme Blending	<u>Phonemic Awareness</u> *LA.1.1.3.2 Segment single syllable words into individual phonemes	<ul style="list-style-type: none"> Auditory blending of phonemes 	
Phoneme Deletion Initial	<u>Phonemic Awareness</u> *LA.1.1.3.4 Manipulate individual phonemes to create new words through addition, deletion, and substitution	<ul style="list-style-type: none"> Manipulating sounds by deleting initial phonemes 	
Phoneme Deletion Final	<u>Phonemic Awareness</u> *LA.1.1.3.4 Manipulate individual phonemes to create new words through addition, deletion, and substitution	<ul style="list-style-type: none"> Manipulating sounds by deleting final phonemes 	

Alignment of FAIR to the SSS

Grade 1

FAIR Subtests	<u>Reading Standards</u> *Benchmarks	Content Focus	Instructional Support/Strategies/ Materials
First Grade Targeted Diagnostic Inventory (TDI) Continued			
Word Building- Consonants	<u>Phonics/Word Analysis</u> *LA.1.1.4.1 Generate sounds from all letters and spelling patterns (e.g. consonant blends, long and short vowel patterns) and blends those sounds into words	<ul style="list-style-type: none"> Manipulating initial and final consonants 	
Word Building- Vowels	<u>Phonics/Word Analysis</u> *LA.1.1.4.1 Generate sounds from all letters and spelling patterns (e.g. consonant blends, long and short vowel patterns) and blends those sounds into words	<ul style="list-style-type: none"> Manipulating medial vowels 	
Word Building- CVC/CVCe	<u>Phonics/Word Analysis</u> *LA.1.1.4.1 Generate sounds from all letters and spelling patterns (e.g. consonant blends, long and short vowel patterns) and blends those sounds into words	<ul style="list-style-type: none"> 	
Word Building- Blends	<u>Phonics/Word Analysis</u> *LA.1.1.4.1 Generate sounds from all letters and spelling patterns (e.g. consonant blends, long and short vowel patterns) and blends those sounds into words	<ul style="list-style-type: none"> Manipulating initial and final blends 	

Alignment of 1st Grade SAT 10 to the SSS

Content Clusters (format)	Subclusters	Process Clusters	SAT Standards (National)	Florida SSS	Instructional Support Strategies & Materials
Two-Sentence Stories					
Cloze					
Short passages with questions	Literary	Initial Understanding	<ul style="list-style-type: none"> Identify explicit sequence Identify explicit supporting details 	LA.1.1.7.6 Arrange events in sequence LA.1.1.7.4 Identify supporting details LA.1.2.1.2 Retell the main events in a story	
		Critical Analysis and Strategies	<ul style="list-style-type: none"> Determine unknown words from context Identify characteristics of genre 	LA.1.1.6.3 Use context clues LA.1.2.1.1 Identify various literary forms LA.1.2.1.2 Retell the main events in a story LA.1.2.1.3 Identify the characters in a story LA.1.2.1.5 Respond to various literary selections, identifying the characters, setting, and sequence of events and connecting text to self LA.1.1.7.5 Distinguish fact from fiction and cause from effect LA.1.1.7.8 Identify the author's purpose in text and ask clarifying questions (e.g. why, how) if meaning is unclear	

Alignment of 1st Grade SAT 10 to the SSS

Content Clusters (format)	Subclusters	Process Clusters	SAT Standards (National)	Florida SSS	Instructional Support Strategies & Materials
Short passages with questions	Informational	Initial Understanding	<ul style="list-style-type: none"> Identify explicit supporting details 	LA.1.1.7.4 Identify supporting details LA.1.2.2.3 Organize information found in non-fiction text through charting, listing, mapping, or summarizing LA.1.1.7.1 Identify a text's features(title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading LA.1.1.7.6 Arrange events in sequence	
		Interpretation	<ul style="list-style-type: none"> Draw conclusions based on text Interpret implicit actions Make inferences based on text 	LA.1.1.7.2 Use background knowledge and supporting details from text to verify the accuracy of information presented in read selections LA.1.1.7.3 Retell the main idea or essential message LA.1.6.3.1 Recognize that media affects thoughts and feelings	

Alignment of 1st Grade SAT 10 to the SSS

Content Clusters (format)	Subclusters	Process Clusters	SAT Standards (National)	Florida SSS	Instructional Support Strategies & Materials
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Short passages with questions	Functional	Initial Understanding	Identify explicit sequence	LA.1.1.7.6 Arrange events in sequence	
		Interpretation	<ul style="list-style-type: none"> Apply ideas from the text to new situations Draw conclusions based on text Interpret implicit details 	LA.1.1.7.1 Identify a text's features(title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading LA.1.1.7.2 Use background knowledge and supporting details from text to verify the accuracy of information presented in read selections LA.1.1.7.3 Retell the main idea or essential message LA.1.1.7.5 Distinguish fact from fiction and cause from effect LA.1.5.2.1 Listen attentively and understand directions for performing tasks, solving problems, and following rules LA.1.5.2.2 Retell specific details of information heard LA.1.5.2.3 Listen attentively to fiction and non-fiction read-alouds and demonstrate understanding	

Alignment of 1st Grade SAT 10 to the SSS

Content Clusters (format)	Subclusters	Process Clusters	SAT Standards (National)	Florida SSS	Instructional Support Strategies & Materials
Short passages with questions	Functional	Critical Analysis	<ul style="list-style-type: none"> Identify text characteristics 	LA.1.6.1.1 Locate specific information by using words in organizational features (e.g. table of contents, headings, captions, bold print, key words, indices) in informational text LA.1.1.7.5 Distinguish fact from fiction and cause from effect LA.1.1.7.7 Identify the text structures an author uses LA.1.1.7.8 Identify the author's purpose in text and ask clarifying questions (e.g. why, how) if meaning is unclear	

Alignment of FAIR to the SSS

Grade 2

FAIR Subtests	<u>Reading Standards</u> *Benchmarks	Content Focus	Instructional Support/Strategies/ Materials
Second Grade Broad Screening			
Word Reading	<u>Phonics/Word Analysis</u> *LA.2.1.4.5 Recognize high frequency words	<ul style="list-style-type: none"> High Frequency Words 	
FAIR Subtests	<u>Reading Standards</u> *Benchmarks	Content Focus	Instructional Support/Strategies/ Materials
Second Grade Broad Diagnostic Inventory (BDI)			
Comprehension	<u>Reading Comprehension</u> *LA.2.1.7.1 Identify a text’s features (title, subheadings, captions, illustrations), use them to make and confirm predictions and establish a purpose for reading *LA.2.1.7.2 Determines the author’s purpose in text and asks clarifying questions (e.g. why, how) if meaning is unclear *LA.2.1.7.3 Summarize information in text, including but not limited to main idea, supporting details, and connections between texts *LA.2.1.7.4 Identify cause-and-effect relationships in text	<ul style="list-style-type: none"> Make and confirm predictions Author’s Purpose Main Idea/relevant details Chronological Order Cause and Effect 	

Alignment of FAIR to the SSS

Grade 2

FAIR Subtests	<u>Reading Standards</u> *Benchmarks	Content Focus	Instructional Support/Strategies/ Materials
Second Grade Broad Diagnostic Inventory (BDI) Continued			
Comprehension (Continued)	<u>Reading Comprehension</u> *LA.2.1.7.7 Compare and contrast characters and setting in one text <u>Literary Analysis</u> *LA.2.2.1.2 Identify and describe the elementary of story structure, including setting, plot, character, problem, and resolution in a variety of fiction	<ul style="list-style-type: none"> • Compare/ Contrast • Plot Development • Problem /Solution 	
Vocabulary	<u>Vocabulary Development</u> *LA.2.1.6.1 Use new vocabulary that is introduced and taught directly	<ul style="list-style-type: none"> • Name words using picture cards 	
Spelling	<u>Phonics/Word Analysis</u> *LA.2.1.4.1 Use knowledge of spelling patterns (e.g. vowel diphthongs, difficult word families) *LA.2.1.4.2 Apply knowledge of spelling patterns to identify syllables	<ul style="list-style-type: none"> • Read and write words with consonant digraphs • Apply the rule: When there are two consonants between two vowels, we usually divide the word between the two consonants 	

Alignment of FAIR to the SSS

Grade 2

FAIR Subtests	<u>Reading Standards</u> *Benchmarks	Content Focus	Instructional Support/Strategies/ Materials
Second Grade Targeted Diagnostic Inventory (TDI)			
Phoneme Deletion Initial	<u>Phonemic Awareness</u> *LA.1.1.3.4 Manipulate individual phonemes to create new words through addition, deletion, and substitution	<ul style="list-style-type: none"> Manipulating sounds by deleting initial phonemes 	
Phoneme Deletion Final	<u>Phonemic Awareness</u> *LA.1.1.3.4 Manipulate individual phonemes to create new words through addition, deletion, and substitution	<ul style="list-style-type: none"> Manipulating sounds by deleting final phonemes 	
Word Building-Consonants	<u>Phonics/Word Analysis</u> *LA.2.1.4.1 Use knowledge of spelling patterns (e.g. vowel diphthongs, difficult word families)	<ul style="list-style-type: none"> Manipulating initial and final consonants 	
Word Building-CVC/CVCe	<u>Phonics/Word Analysis</u> *LA.2.1.4.1 Use knowledge of spelling patterns (e.g. vowel diphthongs, difficult word families)	<ul style="list-style-type: none"> Blends and reads words following the Consonant Vowel Consonant and the Consonant Vowel Consonant Silent e rules 	

Alignment of FAIR to the SSS

Grade 2

FAIR Subtests	Reading Standards *Benchmarks	Content Focus	Instructional Support/Strategies/ Materials
Second Grade Targeted Diagnostic Inventory (TDI) Continued			
Word Building- Blends	<u>Phonics/Word Analysis</u> *LA.2.1.4.1 Use knowledge of spelling patterns (e.g. vowel diphthongs, difficult word families)	<ul style="list-style-type: none"> Manipulating initial and final blends 	
Word Building- Vowels	<u>Phonics/Word Analysis</u> *LA.2.1.4.1 Use knowledge of spelling patterns (e.g. vowel diphthongs, difficult word families)	<ul style="list-style-type: none"> Manipulating long and short vowel patterns 	
Multisyllabic Word Reading	<u>Phonics/Word Analysis</u> *LA.2.1.4.3 Decode phonetically regular one-syllable and multi-syllable words in isolation and in context	<ul style="list-style-type: none"> Read one-syllable and multi-syllable words in isolation and in context 	
Syllable pattern: r-controlled	<u>Phonics/Word Analysis</u> *LA.2.1.4.2 Apply knowledge of spelling patterns to identify syllables	<ul style="list-style-type: none"> Identify the r-controlled spelling pattern 	
Syllable pattern: VCCV	<u>Phonics/Word Analysis</u> *LA.2.1.4.2 Apply knowledge of spelling patterns to identify syllables	<ul style="list-style-type: none"> Divide two-syllable words using the rule: When there are two consonants between two vowels, we usually divide the word between the two consonants. 	

Alignment of FAIR to the SSS

Grade 2

FAIR Subtests	Reading Standards *Benchmarks	Content Focus	Instructional Support/Strategies/ Materials
Second Grade Targeted Diagnostic Inventory (TDI) Continued			
Syllable pattern: VCV	<u>Phonics/Word Analysis</u> *LA.2.1.4.2 Apply knowledge of spelling patterns to identify syllables	<ul style="list-style-type: none"> Identify the Vowel Consonant Vowel syllable pattern 	
Syllable pattern: Stable-le	<u>Phonics/Word Analysis</u> LA.2.1.4.1 Use knowledge of spelling patterns (e.g. vowel diphthongs, difficult word families)	<ul style="list-style-type: none"> Apply the <i>stable-le</i> spelling pattern in order to sound out words 	
Syllable pattern: Prefixes	<u>Phonics/Word Analysis</u> *LA.2.1.6.6 Identify base (root) words and common prefixes to determine the meaning of the prefixed word.	<ul style="list-style-type: none"> Identify prefixes 	
Syllable pattern: Suffixes	<u>Phonics/Word Analysis</u> *LA.2.1.4.2 Apply knowledge of spelling patterns to identify syllables	<ul style="list-style-type: none"> Identify suffixes 	

Alignment of 2nd Grade SAT 10 to the SSS

Content Clusters (Format)	Subclusters	Process Clusters	SAT Standards (National)	Florida SSS	Instructional Support Strategies & Materials
Short passages with questions	Literary	Initial Understanding	<ul style="list-style-type: none"> Determine explicit action or sequence of events Determine explicit supporting details 	LA.2.2.1.2 Identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction LA.2.1.7.3 Summarize information in text, including but not limited to main idea, supporting details, and connections between texts LA.2.1.7.4 Identify cause-and-effect relationships in text	
		Interpretation	<ul style="list-style-type: none"> Draw conclusions from details Extract implicit theme or main idea Provide support for conclusions 	LA.2.1.7.3 Summarize information in text, including but not limited to main idea, supporting details, and connections between texts LA.2.2.1.4 Identify an author's theme, and use details from the text to explain how the author developed that theme LA.2.1.7.4 Identify cause- and -effect relationships in text	

Alignment of 2nd Grade SAT 10 to the SSS

Content Clusters (Format)	Subclusters	Process Clusters	SAT Standards (National)	Florida SSS	Instructional Support Strategies & Materials
Short passages with questions	Literary	Critical Analysis and Strategies	<ul style="list-style-type: none"> • Discern reality from make-believe • Identify characteristics of genre • Select an appropriate strategy in a given situation • Set purpose for reading 	LA.2.2.1.1 Identify the basic characteristics of a variety of literary forms and how they are alike and different LA.2.2.1.2 Identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction LA.2.1.7.8 Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, summarizing, questioning, and clarifying by checking other sources LA.2.1.7.1 Identify a text's features and use them to make and confirm predictions and establish a purpose for reading LA.2.2.1.8 Select a balance of age and ability appropriate fiction materials to read based on interest and teacher recommendations, to continue building a core foundation of knowledge	

Alignment of 2nd Grade SAT 10 to the SSS

Content Clusters (Format)	Subclusters	Process Clusters	SAT Standards (National)	Florida SSS	Instructional Support Strategies & Materials
Short passages with questions	Informational	Initial Understanding	<ul style="list-style-type: none"> Determine explicit supporting details 	LA.2.1.7.3 Summarize information in text, including but not limited to main idea, supporting details, and connections between texts LA.2.2.2.2 Use explicitly stated information to answer a question	
		Interpretation	<ul style="list-style-type: none"> Draw conclusions from details Extract implicit theme or main idea Form hypotheses from ideas in text 	LA.2.1.7.3 Summarize information in text, including but not limited to main idea, supporting details, and connections between texts LA.2.1.7.5 Identify the text structure an author uses and explain how it impacts meaning in text LA.2.1.7.6 Identify themes or topics across a variety of fiction and non-fiction selections LA.2.6.1.1 Read Informational text to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure	

Alignment of 2nd Grade SAT 10 to the SSS

Content Clusters (Format)	Subclusters	Process Clusters	SAT Standards (National)	Florida SSS	Instructional Support Strategies & Materials
Short passages with questions	Informational	Critical analysis and Strategies	<ul style="list-style-type: none"> Analyze author's purpose, assumptions, or viewpoint Determine unknown words from text Discern speaker's voice Select an appropriate reading strategy in a given situation 	LA.2.1.7.2 Determines the author's purpose in text and asks clarifying questions(e.g. why, how) if meaning is unclear LA.2.1.6.3 Use context clues to determine meaning of unfamiliar words LA.2.1.7.8 Use strategies to repair comprehension of grade-appropriate text when self monitoring indicates confusion, including but not limited to rereading, summarizing, questioning, and clarifying by checking other sources	
Short passages with questions	Functional	Initial Understanding	<ul style="list-style-type: none"> Determine explicit actions or sequence of events 	LA.2.6.1.1 Read Informational text to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure LA.2.1.7.5 Identify the text structure an author uses and explain how it impacts meaning in text	

Alignment of 2nd Grade SAT 10 to the SSS

Content Clusters (Format)	Subclusters	Process Clusters	SAT Standards (National)	Florida SSS	Instructional Support Strategies & Materials
Short passages with questions	Functional	Interpretation	<ul style="list-style-type: none"> Apply ideas from the text to new situations Draw conclusions from details Extract implicit theme or main idea Generalize beyond text 	LA.2.6.1.1 Read Informational text to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure LA.2.1.7.3 Summarize information in text, including but not limited to main idea, supporting details, and connections between texts LA.2.2.1.4 Identify an author's theme, and use details from the text to explain how the author developed that theme	
		Critical Analysis	<ul style="list-style-type: none"> Determine author's purpose Determine if needed information is within text Select an appropriate reading strategy in a given situation 	LA.2.1.7.2 Determines the author's purpose in text and asks clarifying questions(e.g. why, how) if meaning is unclear LA.2.6.1.1 Read Informational text to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure	

Reading 2010-211 Pacing Guides
AT-A-GLANCE
Grade: 3
Houghton Mifflin

Quarter	Theme	Week	Days	Weeks	Title
1	1	1	5	8/23-8/27	Back to School: <ul style="list-style-type: none"> The Story Huey Tells A Start of a Winning Season
		2	5	8/30-9/3	Focus on Florida: <ul style="list-style-type: none"> Florida's Bay: A Wonder of Nature Hurricane Lynn
		3	3	9/6-9/10	Focus on Florida: <ul style="list-style-type: none"> On Her Toes: The Life of Lourdes Lopez Fort Caroline
		4	5	9/13-9/17	Theme 1 - Selection 1 <ul style="list-style-type: none"> The Lost and Found School Poems
		5	5	9/20-9/24	Theme 1 - Selection 2 <ul style="list-style-type: none"> The Ballad of Mulan Chinese the Write Way
		6	5	9/27-10/1	Theme 1 - Selection 2 <ul style="list-style-type: none"> The Ballad of Mulan Chinese the Write Way
		7	5	10/4-10/8	Theme 1 - Selection 3 <ul style="list-style-type: none"> The Waterfall Camping on the Wild Side
		8	5	10/11-10/15	Theme 1 - Selection 3 <ul style="list-style-type: none"> The Waterfall Camping on the Wild Side
	2	9	5	10/18-10/22	Theme 2 – Selection 1 <ul style="list-style-type: none"> The Keeping Quilt Nesting Dolls
		10	5	10/25-10/29	Theme 2 - Selection 1 <ul style="list-style-type: none"> The Keeping Quilt Nesting Dolls
Quarter	Theme	Week	Days	Weeks	Title
2	2	11	3	11/1-11/5	Theme 2 – Selection 2 <ul style="list-style-type: none"> Anthony Reynosa: Born to Rope Spotlight on Kids
		12	4	11/8-11/12	Theme 2 – Selection 2 <ul style="list-style-type: none"> Anthony Reynosa: Born to Rope Spotlight on Kids
		13	5	11/15-11/19	Theme 2 - Selection 3 <ul style="list-style-type: none"> The Talking Cloth A Healthy Recipe from Ghana
		14	3	11/22-11/24	Theme 2 – Selection 3 <ul style="list-style-type: none"> The Talking Cloth A Healthy Recipe from Ghana
		15	5	11/29-12/3	Theme 2 – Selection 4 <ul style="list-style-type: none"> Dancing Rainbows: A Pueblo Boy's Story Rain and Rainbows
		16	5	12/6-12/10	Theme 2 – Selection 4 <ul style="list-style-type: none"> Dancing Rainbows: A Pueblo Boy's Story Rain and Rainbows

		17	5	12/13-12/17	Focus on Trickster Tales: <ul style="list-style-type: none"> • Hungry Spider • Rabbit Races with Turtle • Aunt Fox and the Fried Fish
	3	18	5	1/3-1/7	Theme 3 – Selection 1 <ul style="list-style-type: none"> • Launching the Theme • Dogzilla • Go with the Flow
		19	5	1/10-1/14	Theme 3 – Selection 2 <ul style="list-style-type: none"> • The Mysterious Giant of Barietta • Eyes on Rome
		20	3	1/17-1/21	Theme 3 – Selection 2 <ul style="list-style-type: none"> • The Mysterious Giant of Barietta • Eyes on Rome
Quarter	Theme	Week	Days	Weeks	Title
3	3	21	5	1/24-1/28	Theme 3 - Selection 3 <ul style="list-style-type: none"> • Raising Dragons • Read-Life Dragons
		22	5	1/31-2/4	Theme 3 – Selection 4 <ul style="list-style-type: none"> • The Garden of Abdul Gasazi • Enter the World of Chris Van Allsburg
		23	5	2/7-2/11	Theme 3 - Selection 4 <ul style="list-style-type: none"> • The Garden of Abdul Gasazi • Enter the World of Chris Van Allsburg
	4	24	4	2/14-2/18	Theme 4 – Selection 1 <ul style="list-style-type: none"> • Nights of the Puffins • Big-Apple Birding
		25	5	2/21-2/25	Theme 4 – Selection 1 <ul style="list-style-type: none"> • Nights of the Puffins • Big-Apple Birding
		26	5	2/28-3/4	Theme 4 – Selection 2 <ul style="list-style-type: none"> • Seal Surfer • I Work in the Ocean! FCAT Writing
		27	5	3/7-3/11	Theme 4 – Selection 3 <ul style="list-style-type: none"> • Two Days in May • January Dear and Seal
		28	5	3/21-3/25	Theme 4 - Selection 3 <ul style="list-style-type: none"> • Two Days in May • January Dear and Seal
	5	29	5	3/28-4/1	Theme 5 – Selection 1 <ul style="list-style-type: none"> • Across the Wild Dark Sea • Young Voyagers: A Pilgrim Childhood
Quarter	Theme	Week	Days	Weeks	Title
4	5	30	4	4/4-4/8	Theme 5 – Selection 1 <ul style="list-style-type: none"> • Across the Wild Dark Sea • Young Voyagers: A Pilgrim Childhood
		31	5	4/11-4/15	FCAT Reading & Math
		32	4	4/18-4/22	Theme 5 – Selection 2 <ul style="list-style-type: none"> • Yunmi and Halmoni’s Trip • Journey Through Art
		33	5	4/25-4/29	Theme 5 – Selection 3 <ul style="list-style-type: none"> • Trapped by the Ice! • Shackleton’s Real-Life Voyage

		34	5	5/2-5/6	Theme 5 – Selection 3 <ul style="list-style-type: none"> • Trapped by the Ice! • Shackleton’s Real-Life Voyage
		35	5	5/9-5/13	Focus on Biography <ul style="list-style-type: none"> • The Babe Didrikson Story • Bill Melendez: An Artist in Motion • Brave Bessi Coleman: Pioneer Aviator • Hank Greenberg: All-Around All-Star
	6	36	5	5/16-5/20	Theme 6 – Selection 1 <ul style="list-style-type: none"> • Pepita Talks Twice • Poems: “Little Piece of Prickly Pear”, “I like to Ride My Bike”, and “My Grandma’s Songs”
		37	5	5/23-5/27	Theme 6 – Selection 2 <ul style="list-style-type: none"> • Poppa’s New Pants • No Problem!
		38	4	5/30-6/3	Theme 6 – Selection 3 <ul style="list-style-type: none"> • Ramona Quimby, Age 8 • Henry and Ramona
		39	4	6/6-6/10	Theme 6 – Selection 3 <ul style="list-style-type: none"> • Ramona Quimby, Age 8 • Henry and Ramona

Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 3

Grade 3 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 Before FCAT	Quarter 4 After FCAT
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Category 1: Vocabulary						
LA.3-5.1.6.3 Context Clues	Context	Theme 1 – S1, S3 Theme 2 – S1		Theme 2 – S4 Theme 3 – Word Work S1, S2 Theme 4 – S2		Theme 5 – S3 Theme 6 – S2
LA.3-5.1.6.7 Base Words and Affixes	Base Words Prefixes Suffixes	Theme 1 – S1 (base words)		Theme 3 – S3 (suffix), S4 (prefix) Theme 4 – S3 (prefix, suffix, base words)	Theme 5 – S1 (Suffixes)	
LA.3-5.1.6.8 Antonyms, Synonyms, Homographs, Homophones	Antonyms Synonyms			Theme 3 – S4 (synonyms & homophones)		Theme 5 – S3 (homophones) Theme 6 – S1 (synonyms), S2 (antonyms)
LA.3-5.1.6.9 Multiple Meanings in Context <i>*Includes LA.3-5.1.6.6 Shades of Meaning</i>	Multiple Meanings Analyze Words in Text	Theme 1 – S2		Theme 4 – Word Work S2, S3, Link S3		
Category 2: Reading Application						
LA.3-5.1.7.2 Identify Author's Purpose in text and how Author's Perspective influences text	Author's purpose Author's perspective	Focus on Florida (story 2) – Florida Bay: A Wonder of Nature Theme 2 – S1		Theme 4 – S2		Theme 6 – S1
LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order	Main idea/message (stated and implied) Relevant Details Chronological order <i>*Conclusions/Inferences</i>	Focus on Florida (story 4) – On Her Toes: The Life of Lourdes Lopez Theme 1 – S1, S2, S3 Theme 2 – S1, Link S1	Theme 2 – Link S2, Link S3, Link S4 Theme 3 – S1, S2, Link S2	Theme 3 - Link S3, Link S4 Theme 4 – S1, S2	Theme 5 – S1	Theme 5 – S2, S3 Information & Study Skills S3, Focus on Biography (Becoming a Champion; Brave Bessie Coleman: Pioneer Aviator) Theme 6 – S1, S2, Writing Skills S2 (summary), S3
LA.3-5.1.7.4 Cause and Effect Relationships	Cause Effect	Focus on Florida (story 4) – On Her Toes: The Life of Lourdes Lopez Theme 1 – S3		Theme 3 – S3		Theme 5 – S2 Theme 6 – S2
LA.3-5.1.7.5 Identify text structure and	Text Structure (Organizational Patterns)e.g., Compare/contrast,		Theme 2 – S4	Theme 3 – Link S3	Theme 5 – S1, S3	Theme 5 – S3

S = Selection

Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 3

Grade 3 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 <i>Before FCAT</i>	Quarter 4 <i>After FCAT</i>
<i>explain how it impacts meaning in text.</i>	Cause/effect, Sequence of events					
LA.3-5.1.7.6 <i>The student will identify themes or topics across a variety of fiction or nonfiction</i>	Theme *Topic (Grade 3 within only & Grades 4-5 within and across)	Theme 1 – Launch Theme 2 - Launch	Theme 2 – S4 Theme 3 – Launch	Theme 4 - Launch	Theme 5 - Launch	Theme 5 – S3 Theme 6 - Launch
LA.3-5.1.7.7 Compare/Contrast Elements, Topics, Settings, Characters, Problems in Single or Multiple Texts (Grade 3 within only, Grades 4-5 within and across)	Elements Characters Settings Events Problems Solutions	Focus on Florida (story 5) – Fort Caroline Theme 1 – Launch Theme 2 - Launch	Theme 2 – S4, Trickster Tales Theme 3 - Launch	Theme 4 – Launch, S2	Theme 5 - Launch	Theme 6 – Launch, S2
Category 3: Literary Analysis/ Fiction/Nonfiction						
LA.3-5.2.1.2 Elements Of Story Structure- Character, Character Development, Setting, Plot, Problem/Solution	Plot development Setting Character development Character point of view Problem/resolution	Focus on Florida (story 1) – The Start of a Winning Season Theme 1 – S1, S2, S3	Theme 2 – S3 & Trickster Tales Theme 3 – S1, S2	Theme 3 – S3, S4 Theme 4 – S3		Theme 5 – S2, S3 Theme 6 – Launch, S1, Link S2, Link S3
LA.3-5.2.1.7 <i>Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects</i>	*Descriptive Language (e.g. mood, imagery) *Figurative Language (e.g. simile, metaphor, personification)	Focus on Florida (story 3) – Hurricane Lynn Theme 1 – S1, Link S1	Theme 2 – S4	Theme 4 – S3	Theme 5 – S1	Theme 5 – Focus on Biography (Becoming a Champion) Theme 6 – S1, Link S1, S2, S3
LA.3-5.2.2.1 <i>Explain and identify the purpose of text features</i>	Text features (literary) e.g., charts, headings, graphs, diagrams, illustrations, captions, maps, titles, subtitles, keys/legends, stanzas)		Theme 1 – Links S2 (how to read a key), S3 (compass rose/labels/symbols)	Theme 4 – Link S1 (all features using SQRR), S2 (illustrations & details in story), Link S2 (how to read a magazine article - literary)		Theme 5 – Link S2 (how to look at fine art), S3 (all text features combined), link S3 (photo essay) Theme 6 – S2 (how to read a comic strip)
Category 4 Informational Text/Research Process						
LA.3-5.6.1.1 Read and organize informational text and text features to perform a task	Locate. Interpret, Organize Information Text Features: (e.g., titles, subtitles, headings text boxes, subheadings, charts, graphs, diagrams, illustrations, captions, maps,	Focus on Florida (story 5) – Fort Caroline (illustrations/text)	Theme 1 – Links S2 (how to read a key) Theme 3 – Link S1 (how to read a diagram)	Theme 3 – Link S3 (how to read an article), Information & Study Skills S4 (charts/tables/graphs) Theme 5 – Link S1 (how to read a	Theme 5 – Link S1 (how to read a diagram)	Theme 5 – Information & Study Skills S3 (timeline)

S = Selection

Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 3

Grade 3 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 <i>Before FCAT</i>	Quarter 4 <i>After FCAT</i>
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	key/legends)			diagram)		
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S = Selection

Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 3

Grade 3 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 Before FCAT	Quarter 4 After FCAT
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Instructional Implications by Category:

Category 1: Vocabulary	<ol style="list-style-type: none"> 1. Direct and systematic instruction for context clues is missing. Use the Common Context Clues chart in <i>3-5 Companion</i>. 2. Vocabulary instruction such as what is found in Theme 6, Selection 1, page 2771 is sometimes taught out of context. Remember to bring the instruction back to the text. 3. Overall, vocabulary instruction is weak. Supplemental instruction needs to begin starting Quarter 1. Suggested materials are: <i>Elements of Reading: Vocabulary, Wild about Words, 3-5 Companion, Words Their Way, Bringing Words to Life</i> by Isabel Beck and <i>Making the Grade</i> document. 4. Any homonym or homophone instruction that has to do with MEANING is also a part of the multiple meaning and benchmark instruction.
Category 2: Reading Applications	<ol style="list-style-type: none"> 5. Theme 1 Launch – Practice book page 2 is an example of a page to compare all stories in the theme. Remember to use this at the end of each story as part of the wrap up which will support theme instruction. Combine with the students writing questions and answers from the ‘Theme/Topic’ Task Card. If the ‘Launch/Wrap Up’ sections are skipped then there will not be any instruction on ‘Theme’. 6. Theme 2 has the comprehension skill of ‘Categorize & Classify’ which is not tested. It does refer to supporting details while categorizing and classifying which may want to be emphasized since it IS a tested benchmark found on the ‘Relevant Supporting Details’ task card. Use the task card to assist with supplemental instruction. Additionally, the benchmark of ‘Compare & Contrast’ is woven into ‘Categorize & Classify’ because the student must determine similarities in order to categorize like things together. 7. HM instructs Author’s Purpose with ‘PIES’ (persuade, inform, entertain, and share) which is NOT in depth enough for a student to pass an Author’s Purpose question on FCAT. Instead, supplement with the Author’s Purpose CHART (Intent + Main Idea) published by MDCPS, Division of Language Arts/Reading. Also, remember to use the task cards to assist with questioning for Author’s Purpose. 8. Theme 3, Selection 1 has a comprehension skill of ‘Fantasy & Realism’. Focus on the supporting details section of instruction that is based on the information IN THE STORY read and downplay the comparison to the world which was NOT something read in the text. 9. When HM refers to ‘Following Directions’ as the comprehension skill, think of it as sequencing/chronological order found under the main idea benchmark. In addition, remember ‘Chronological Order’ is a part of the ‘Text Structure’ benchmark, also. Use the ‘Chronological Order’ and/or ‘Text Structure/Organizational Pattern’ Task Cards for supplemental support. 10. The comprehension skill of ‘Fact & Opinion’ found in Theme 4, Selection 1 is NOT a tested benchmark. Look at the practice book pages and be selective. There may be ‘Facts Charts’ or other activities that do support instruction for a tested benchmark. This is also the foundation of validity and reliability which is a 5th grade skill. 11. HM refers to ‘Author’s Perspective’ by the term ‘Author’s Viewpoint’. Remember to use the task cards to assist with questioning. “An author’s purpose is his or her reason for creating a particular work.... [Where an author’s] perspective is a position from which something is considered or evaluated; standpoint (FIDOE, Item Specifications 2009, p. E-1 & E5).

S = Selection

Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 3

Grade 3 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 <i>Before FCAT</i>	Quarter 4 <i>After FCAT</i>
						<p>12. The terminology 'Implied Message' is NOT used in HM. Remember the academic vocabulary students need to be taught in order to prepare for FCAT and understand the questions read. Refer to the task cards to assist with questioning and the FCAT Academic Vocabulary chart published by MDCPS, Division of Language Arts/Reading.</p> <p>13. Specific instruction with 'Cause & Effect' is weak. Remember when sequencing to combine cause & effect strategies with sequencing/chronological order. Remember, once something is sequenced in an order, it makes it easier to determine the cause & effect. Use timelines, T charts, and the Cause & Effect task cards to supplement and support instruction.</p> <p>14. Text structure is not addressed starting in Quarter 1 and should be. Use the 'Text Structures in Informational Text' chart published by MDCPS, Division of Language Arts/Reading for initial instruction. Enlarge the chart to refer to for every informational text read.</p>
Category 3: Literary Analysis- Fiction/Nonfiction						<p>15. Look carefully at what the lesson instructs when it says the comprehension skill focus is 'Text Organization' like in Theme 5, Selection 3, p. 169C. This actually starts with instruction on 'Text Features' and then moved into instruction on 'Text Structure'. These are totally different benchmarks and categories tested on FCAT. Refer to 'Making the Grade with the New 2006 Sunshine State Standards! Grades 3-5' chart for clarification. In addition, notice there are two different task cards to support instruction called 'Text Structures/Organizational Patterns' and 'Text Features'.</p> <p>16. HM refers to 'Text Organization' in Theme 5, Selection 3, p. 187 when it is actually 'Text Features' based on our item specifications and task cards. Be knowledgeable of WHAT the tested benchmarks are and HOW they are tested so that you are using the correct vocabulary/academic languages with the students.</p> <p>17. Supplement text feature instruction with literary fiction and nonfiction text with any and every selection & link read. Use the Item Specifications and Task Cards to assist with guiding instruction.</p>
Category 4: Informational Text/ Research Process						<p>18. Supplement text feature instruction with nonfiction and functional text with any and every selection & link read. Use the Item Specifications and Task Cards to assist with guiding instruction.</p> <p>19. HM refers to 'Text Organization' in Theme 5, Selection 3, p. 187 when it is actually 'Text Features' based on our item specifications and task cards. Be knowledgeable of WHAT the tested benchmarks are and HOW they are tested so that you are using the correct vocabulary/academic languages with the students. You don't want confusion on the day of FCAT!</p>

S = Selection

Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 3

Grade 3 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 <i>Before FCAT</i>	Quarter 4 <i>After FCAT</i>
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Other Information/Observations/Notes:

- A. FCAT Responding at the end of each selection hits a variety of benchmarks. Read each questions carefully and compare them to the task cards. There may be questions included that the students should skip. Some of the questions are acceptable and some are not. Remember it is a part of effective instruction for students to write out their answers even though it is not tested this way on FCAT. By writing out the answers it makes thinking more critical where the students actually have to DECIDE on the answer rather than CHOOSING in a multiple choice format. Once the student DECIDES for himself the answer, then when CHOOSING in a multiple choice format... the answer becomes more obvious.
- B. Be choosy about some of the activities/lessons which are not supportive of tested benchmarks. Some do offer good instruction and support the Sunshine State Standards and some can wait to be instructed AFTER FCAT.
- C. When using the 'Mini-Lessons/Revisiting Text' found wrapped in the margins of the Teacher's Edition make sure you choose carefully based on data and student needs which lessons to do. **YOU WILL NOT HAVE TIME FOR EVERYTHING!**
- D. Notice how much instruction comes specifically from the LINKS... do not skip these sections! FCAT is 40% informational text.
- E. The 'task cards' developed by MDCPS, Division of Language Arts/Reading should be utilized continuously by the teacher and students. It would be extremely beneficial for the teacher to focus the students on a specific task card, and then have the students write questions and answers using one or more task cards based on what the students read. Do NOT assume the students are writing the correct answer to their OWN question and read the answers carefully... it's actually a difficult task for many students. Through writing the answers, the teacher will truly know if the student understands the text read.
- F. If the teacher stops using HM after the Holiday Break through FCAT... notice ALL the instruction missed starting from January 3rd through April 8th... this would be everything from Theme 3, Selection 1 through Theme 5, Selection1 (highlight everything between those dates & stories and analyze what you discover). Therefore, during Crunch Time you may supplement but NOT eliminated Houghton Mifflin.

S = Selection

Reading 2010-211 Pacing Guides
AT-A-GLANCE
Grade: 4
Houghton Mifflin

Quarter	Theme	Week	Days	Weeks	Title
1	1	1	5	8/23-8/27	Back to School: <ul style="list-style-type: none"> • The Pumpkin Runner Focus on Florida: <ul style="list-style-type: none"> • Andrew and the Fountain of Youth
		2	5	8/30-9/3	Focus on Florida: <ul style="list-style-type: none"> • Preserving Florida's Reefs • Henry Flagler: Railroad King
		3	3	9/6-9/10	Focus on Florida: <ul style="list-style-type: none"> • Miami Mural • Eatonville: Rooted in History
		4	5	9/13-9/17	Theme 1 - Selection 1 <ul style="list-style-type: none"> • Akiak/Go, Team, Go!
		5	5	9/20-9/24	Theme 1 - Selection 2 <ul style="list-style-type: none"> • Grandfather's Journey • Just a Moment
		6	5	9/27-10/1	Theme 1 - Selection 3 <ul style="list-style-type: none"> • Finding the Titanic • Iceberg Right Ahead!
		7	5	10/4-10/8	Theme 1 - Selection 3 <ul style="list-style-type: none"> • Finding the Titanic • Iceberg Right Ahead!
		8	5	10/11-10/15	Theme 1 - Selection 4 <ul style="list-style-type: none"> • By the Shore of Silver Lake • Finding Her Way
		9	5	10/18-10/22	Theme 1 - Selection 4 <ul style="list-style-type: none"> • By the Shore of Silver Lake • Finding Her Way
		10	5	10/25-10/29	Theme 1 - Review/Assessment
Quarter	Theme	Week	Days	Weeks	Title
2	2	11	3	11/1-11/5	Theme 2 - Selection 1 <ul style="list-style-type: none"> • The Case of the Earthenware Pig • The Sticks of Truth
		12	4	11/8-11/12	Theme 2 - Selection 2 <ul style="list-style-type: none"> • Tomas and the Library Lady • No Talking, No Eating, and No Checking Out the Books, Either!
		13	5	11/15-11/19	Theme 2 - Selection 3 <ul style="list-style-type: none"> • Tanya's Reunion • Fun and Games for Family Gatherings
		14	3	11/22-11/24	Theme 2 - Selection 3 <ul style="list-style-type: none"> • Tanya's Reunion • Fun and Games for Family Gatherings
		15	5	11/29-12/3	Theme 2 - Selection 4 <ul style="list-style-type: none"> • Boss of the Plains • Cowboys Songs
		16	5	12/6-12/10	Theme 2 - Selection 5 <ul style="list-style-type: none"> • A Very Important Day • Kids Voting
					Theme 2 -

		17	5	12/13-12/17	Review/Assessment
	3	18	5	1/3-1/7	Theme 3 – Selection 1 <ul style="list-style-type: none"> • Tales of a Fourth Grade Nothing
		19	5	1/10-1/14	Theme 3 – Selection 2 <ul style="list-style-type: none"> • The Stranger • Autumn Poems
		20	3	1/17-1/21	Theme 3 – Selection 2 <ul style="list-style-type: none"> • The Stranger • Autumn Poems
Quarter	Theme	Week	Days	Weeks	Title
3	3	21	5	1/24-1/28	Theme 3 - Selection 3 <ul style="list-style-type: none"> • Cendrillon • Let's Have A Ball!
		22	5	1/31-2/4	Theme 3 – Selection 4 <ul style="list-style-type: none"> • Heat Wave! • Constructing a Straw Thermometer
		23	5	2/7-2/11	Theme 3 - Review/Assessment
	4	24	4	2/14-2/18	Theme 4 – Selection 1 <ul style="list-style-type: none"> • My Name Is Maria Isabel • The Name Game
		25	5	2/21-2/25	Theme 4 – Selection 2 <ul style="list-style-type: none"> • Marven of the Great North Woods • Snow Runners
		26	5	2/28-3/4	Theme 4 – Selection 3 <ul style="list-style-type: none"> • The Last Dragon • Happy New Year! FCAT Writing
		27	5	3/7-3/11	Theme 4 – Selection 4 <ul style="list-style-type: none"> • Sing to the Stars • The Art of Music
		28	5	3/21-3/25	Theme 4 - Review/Assessment
		29	5	3/28-4/1	Theme 4 – <ul style="list-style-type: none"> • Focus on Poetry
Quarter	Theme	Week	Days	Weeks	Title
4	5	30	4	4/4-4/8	Theme 5 – Selection 1 <ul style="list-style-type: none"> • Happy Birthday, Dr. King! • Dear Mrs. Parks
		31	5	4/11-4/15	FCAT Reading & Math
		32	4	4/18-4/22	Theme 5 – Selection 2 <ul style="list-style-type: none"> • Gloria Estefan • Sabroso!
		33	5	4/25-4/29	Theme 5 – Selection 3 <ul style="list-style-type: none"> • Lou Gehrig: The Luckiest Man • Figuring It Out
		34	5	5/2-5/6	Theme 5 – Review/ Assessment
		35	5	5/9-5/13	Theme 5 – <ul style="list-style-type: none"> • Pourquoi Tales
	6	36	5	5/16-5/20	Theme 6 – Selection 1 <ul style="list-style-type: none"> • Salmon Summer • Seal Island Kids
		37	5	5/23-5/27	Theme 6 – Selection 2 <ul style="list-style-type: none"> • Wildfires • Flame Busters

		38	4	5/30-6/3	Theme 6 – Selection 3 <ul style="list-style-type: none">• Skylark• Rain Sayings
		39	4	6/6-6/10	Theme 6 – Selection 3 <ul style="list-style-type: none">• Skylark• Rain Sayings Review/Assessment

Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 4

Grade 4 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 Before FCAT	Quarter 4 After FCAT
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Category 1: Vocabulary						
LA.3-5.1.6.3 Context Clues	Context	Theme 1 – S1, S2, S3	Theme 2 – S3, WW S3 Theme 3 – S1, S2	Theme 3 – S3 Theme 4 – S1, S2, S3, S4		Theme 5 – S2, S3 Theme 6 – S1, S2, S3
LA.3-5.1.6.7 Base Words and Affixes	Base Words Prefixes Suffixes Roots (5th grade only)	Theme 1 – Word Work S1 (base/suffix), WW S2 (suffix), WW S4 (root)	Theme 2 – S2 (roots), S3 (suffixes) Theme 3 – S2 (suffixes)	Theme 3 – WW S3 (suffixes) Theme 4 – S1 (suffixes), WW S1 (base), WW S2 (prefixes), WW S3 (prefixes/ suffixes)	Theme 5 – WW S1 (prefixes/suffixes)	Theme 6 – S2 (suffixes), S3 (roots)
LA.3-5.1.6.8 Antonyms, Synonyms, Homographs, Homophones	Antonyms Synonyms	Theme 1 – WW S4 (homophones)	Theme 2 – S1 (antonyms), S2 (synonyms) Theme 3 – W S1 (synonyms)			Theme 5 – Word Work S2 (homophones)
LA.3-5.1.6.9 Multiple Meanings in Context *Includes LA.3-5.1.6.6 Shades of Meaning	Multiple meanings Analyze Words in Text	Theme 1 – WW S1	Theme 2 – WW S4			Theme 6 – WW S1
Category 2: Reading Application						
LA.3-5.1.7.2 Identify Author's Purpose (AP) in text and how Author's Perspective (AV) influences text	Author's purpose (AP) Author's perspective (AV)	Focus on Florida – Henry Flagler: Railroad King (AP- passage 3) Theme 1 – S2 (AV), S3 (AV)				Theme 5 – S3 (AV) Theme 6 – S2 (AV)
LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order	Main idea (MI) Message (stated and implied) Relevant Details (D) Chronological Order (CO) Conclusions (C) Inferences (I)	Focus on Florida – Miami Mural (passage 5); Eatonville: Rooted in History (passage 6) Theme 1 – Link S1 (MI/D), S2 (CO/I/D), S3 (MI/D), S4 (MI/D), Focus on Mysteries – The Case of the Earthenware Pig (CO - passage 1) & The Sticks of Truth (D – passage 2)	Theme 2 – S1 (CO/C), S2 (I/D), S4 (I/D) Theme 3 – S1 (D/C), S2 (D/C)	Theme 3 – S3 (D) Theme 4 – S1 (I/D), S3 (summarize)	Theme 5 – S1 (CO), Link S1 (MI/D)	Theme 5 – S2 (CO), S3 (D) Theme 6 – S1 (CO/D), S2 (MI/D), S3 (I/D)

S = Selection, WW = Word Work

Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 4

Grade 4 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 Before FCAT	Quarter 4 After FCAT
LA.3-5.1.7.4 Cause and Effect Relationships	Cause Effect	Focus on Florida – Henry Flagler: Railroad King (passage 4); Miami Mural (passage 5) Theme 1 – S1	Theme 2 – S3 Theme 3 – S1		Theme 5 – S1	Theme 6 – S3
LA.3-5.1.7.5 Identify text structure and explain how it impacts meaning in text.	Text Structure (Organizational Patterns) e.g., Compare/contrast, Cause/effect, Sequence of events	Theme 1 – S2 (CO), S3 (CO/MI/D), Link S3 (MI/D),				Theme 6 – Link S1 (MI/D)
LA.3-5.1.7.6 The student will identify themes or topics across a variety of fiction or nonfiction	Theme Topic (Grade 3 within only, Grades 4-5 within and across)	Theme 1 – Launch (theme), S3 (topic)	Theme 2 – Launch (theme) Theme 3 – Launch (theme)	Theme 4 – Launch (theme)	Theme 5 – Launch (theme)	Theme 6 – Launch (theme), S2 (topic)
LA.3-5.1.7.7 Compare/Contrast Elements, Topics, Settings, Characters, Problems in Single or Multiple Texts (Grade 3 within only, Grades 4-5 within and across)	Elements Characters Settings Events Problems	Focus on Florida – Andrew and the Fountain of Youth (passage 1); Preserving Florida’s Reefs (passage 2) Theme 1 – Launch Focus on Mysteries WRAP UP – The Case of the Earthenware Pig & The Sticks of Truth	Theme 2 – Launch, S2, S3 Focus on Plays – Tales of a Fourth Grade Nothing (passage 1) Theme 3 – Launch, S2	Theme 3 – S3 Theme 4 – Launch, S4 Focus on Poetry	Theme 5 - Launch	Theme 5 – S2 Focusing on Pourquoi Tales Theme 6 – Launch
Category 3: Literary Analysis/ Fiction/Nonfiction						
LA.3-5.2.1.2 Elements Of Story Structure- Character, Character Development, Setting, Plot, Problem/Solution	Plot development Setting Character development Character point of view Problem/resolution	Focus on Florida – Andrew and the Fountain of Youth (passage 1) Theme 1 – S1, Focus on Mysteries – The Case of the Earthenware Pig (passage 1)	Theme 2 – S2, S3 Theme 3 – S1, Information & Study Skills S1, S2	Theme 3 – S3 Theme 4 – S2, S3, S4	Theme 5 – S1	Focusing on Pourquoi Tales
LA.3-5.2.1.7 Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects	Descriptive Language (e.g. mood, imagery) Figurative Language (e.g. simile, metaphor, personification)	Theme 1 – S2 (simile), S3 (flashback)	Theme 2 – S2 (imagery: senses) Theme 3 – Link S1 (senses/ alliteration)	Theme 3 – S1 (symbol) Theme 4 – S2 (mood), S4 (imagery/senses), WW S4 (connotation) Focus on Poetry –		Focusing on Pourquoi Tales – (personification)

S = Selection, WW = Word Work

Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 4

Grade 4 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 Before FCAT	Quarter 4 After FCAT
				(imagery, metaphors, senses)		
LA.3-5.2.2.1 Explain and identify the purpose of text features	Text features (literary) e.g., charts, headings, graphs, diagrams, illustrations, captions, maps, titles, subtitles, keys/legends, stanzas)	Theme 1 –Link S2 (poetry), Link S4 (biography/journal)	Theme 2 –S3 Theme 3 – Link S1 (how to read a poem), Link S2			Theme 5 – S2 Theme 6 – S3 (pictures)
Category 4 Informational Text/Research Process						
LA.3-5.6.1.1 Read and organize informational text and text features to perform a task	Locate. Interpret, Organize Information Text Features: (e.g., titles, subtitles, headings text boxes, subheadings, charts, graphs, diagrams, illustrations, captions, maps, key/legends)	Focus on Florida – Preserving Florida’s Reefs (passage 2: photos/maps/charts) Theme 1 – Link S1 (how to read a magazine article), Link S2 (how to read Haiku), Link S3 (how to read a map: compass rose/labels/symbols /inset map)	Theme 2 – Link S2 (how to read instructions), Link S3 (how to read song lyrics), Information & Study Skills S3 (timelines & schedules), Link S4 (how to read a newspaper article) Theme 3 –Link S2 (how to read a timeline)	Theme 3 – Link S3 (how to read a diagram) Theme 4 – Link S3 (how to follow directions), Link S4 (how to look at fine art)		Theme 5 – Link S2 (how to follow a recipe), Link S3 (how to read a chart)
LA.5.6.2.2 Determine the Validity and Reliability of information in text TESTED ONLY IN GRADE: 5	*Validity/reliability of information (within and across text) INTRODUCED IN GRADE: 4 BUT TESTED ONLY IN GRADE: 5	Theme 1 – S4 (Making Generalizations)	Theme 2 – S1 (Making Judgments), S3 (Making Generalizations), S4 (Making Generalizations)	Theme 3 – S4 (Making Judgments)		Theme 5 – S2 (Making Judgments), S3 (Evaluate/Fact & Opinion) Theme 6 – S3 (Making Generalizations)

S = Selection, WW = Word Work

Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 4

Grade 4 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 Before FCAT	Quarter 4 After FCAT
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Instructional Implications by Category:

Category 1: Vocabulary	<ol style="list-style-type: none"> 1. Direct and systematic instruction for context clues is missing. Use the Common Context Clues chart in <i>3-5 Companion</i>. 2. Overall, vocabulary instruction is weak, especially when instructing multiple meaning words. Supplemental instruction needs to begin starting Quarter 1. Suggested materials are: <i>Elements of Reading: Vocabulary, Wild about Words, 3-5 Companion, Words Their Way, Bringing Words to Life</i> by Isabel Beck and <i>Making the Grade</i> document. 3. Any homonym or homophone instruction that has to do with MEANING is also a part of the multiple meaning and benchmark instruction.
Category 2: Reading Applications	<ol style="list-style-type: none"> 4. The 'Launch' sets up the instruction to compare all stories in the theme. Remember to use this at the end of each story as part of the wrap up which will support theme instruction. Houghton Mifflin uses these as a collection of stories and how it's organized as a collection of selected stories (e.g. all about going on a journey) but the SSS refers to literary definition of theme which are lesson or message learned. Combine instruction for theme with writing questions and answers from the 'Theme/Topic' task card. REMEMBER, IF THE 'LAUNCH/WRAP UP' SECTIONS ARE SKIPPED THEN THERE WILL <u>NOT</u> BE ANY INSTRUCTION ON THEME. 5. Be aware that sometimes when 'perspective' is discussed, HM is NOT teaching 'Author's Perspective' but dimensional perspective as in an artist's perspective NOT an author's perspective (Theme 1 – Akiak, p.45). 6. HM instructs Author's Purpose with 'PIES' (persuade, inform, entertain, and share) which is NOT in depth enough for a student to pass an Author's Purpose question on FCAT. Instead, supplement with the Author's Purpose CHART (Intent + Main Idea) published by MDCPS, Division of Language Arts/Reading. Also, remember to use the task cards to assist with questioning for Author's Purpose. 7. The comprehension skill of 'Fantasy & Realism' is NOT a tested benchmark. It does enhance the understanding of elements of story structure in fiction and nonfiction though. Focus on the supporting details section of instruction that is based on the information IN THE STORY read and downplay the comparison to the world which was NOT something read in the text. Also, focus on the elements of story structure (characters, setting, problem, events, and solution) and use the 'Plot Development' Task Card to assist with instruction. 8. The comprehension skill of 'Fact & Opinion' is NOT a tested benchmark at this grade level. Look at the practice book pages and be selective. There may be 'Facts Charts' or other activities that do support instruction for a tested benchmark. Remember, 'Fact & Opinion' IS the foundation of 'Validity & Reliability' which is tested in 5th grade on FCAT. 9. HM refers to 'Author's Perspective' by the term 'Author's Viewpoint' (Theme 1, Selection 2, Grandfather's Journey, p.60F). Remember to use the task cards to assist with questioning. "An author's purpose is his or her reason for creating a particular work.... [Where an author's] perspective is a position from which something is considered or evaluated; standpoint (FIDOE, Item Specifications 2009, p. E-1 & E-5). 10. The terminology 'Implied Message' is NOT used in HM. Remember the academic vocabulary students need to be taught in order to prepare for FCAT and understand the questions read. Refer to the task cards to assist with questioning and the FCAT Academic Vocabulary chart published by MDCPS, Division of Language Arts/Reading.

S = Selection, WW = Word Work

Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 4

Grade 4 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 <i>Before FCAT</i>	Quarter 4 <i>After FCAT</i>
						<ol style="list-style-type: none"> 11. Specific instruction with 'Cause & Effect' can be enhanced. Remember when sequencing to combine cause & effect strategies with sequencing/chronological order. Remember, once something is sequenced in an order, it makes it easier to determine the cause & effect. Use timelines, T charts, and the Cause & Effect task cards to supplement and support instruction. 12. Use the 'Text Structures in Informational Text' chart published by MDCPS, Division of Language Arts/Reading for initial instruction. Enlarge into a chart to refer to for every text read. 13. HM has lessons on 'Categorize & Classify' which is NOT a tested benchmark, BUT the details it focuses on ARE a part of the 'Main Idea' benchmark (Theme 1 – Selection 4 – By the Shores of Silver Lake p. 119). Use the 'Supporting Details' task card to assist with instruction. In addition, the 'Compare & Contrast' benchmark is also a focus since students need to identify the similarities in order to categorize. Use the 'Compare & Contrast' Task Card to assist with questions and instruction. 14. When the focus is 'Predicting Outcomes' (not a tested benchmark), the student is having to notice the details (a tested benchmark) in order to make that prediction (Theme 1 – Focus on Mysteries: The Sticks of Truth). 15. When HM refers to 'Following Directions' as the comprehension skill, think of it as sequencing/chronological order found under the main idea benchmark. In addition, remember 'Chronological Order' is a part of the 'Text Structure' benchmark, also. Use the 'Chronological Order' and/or 'Text Structure/Organizational Pattern' Task Cards for supplemental support (Theme 6 – Selection 1 – Salmon Summer, p. 633D).
Category 3: Literary Analysis- Fiction/Nonfiction						<ol style="list-style-type: none"> 16. Look carefully at what the lesson instructs when it says the comprehension skill focus is 'Text Organization' Sometimes this mixes instruction on 'Text Features' and then moves into 'Text Structure' or vice versa. These are totally different benchmarks and categories tested on FCAT. 'Text Structure/Organization' has to do with the body of the text and how it's organized where 'Text Features' are the titles, subtitles, headings, text boxes, subheading, charts, graphs, diagrams, illustrations, captions, maps and keys/legends. Refer to 'Making the Grade with the New 2006 Sunshine State Standards! Grades 3-5' chart for clarification. In addition, notice there are two different task cards to support instruction called 'Text Structures/Organizational Patterns' and 'Text Features'. Use the task cards to assist with instruction when having the students write their own questions and answers. 17. HM called Text Structure = Text Organization = but as you read the mini-lesson it also has instruction on Text Features. Be careful to use the correct terminology and not to confuse the two. Then there are other mini-lessons that are labeled 'Text Organization' but completely concentrate on 'Text Features' (Theme 1 – Selection 3 – Finding the Titanic, p. 89). 18. Text feature instruction with literary fiction & nonfiction text is sparse, supplement with other selections and links that lend itself to that type of instruction. Use the Task cards to assist with questions.
Category 4: Informational Text/ Research Process						<ol style="list-style-type: none"> 19. There is not any direct instruction on 'Validity & Reliability' but when the instruction on 'Making Judgments' does assist with instruction towards the benchmark. Remember the 'Validity & Reliability' benchmark is ONLY tested in fifth grade so it can actually be focused more on AFTER FCAT. 20. Validity and Reliability is called 'Predicting Outcomes' in Theme 1 - Akiak p.49. This support validity and reliability instruction as you need to list qualities that describe Akiak but to extend the lesson for instruction in this benchmark make sure you find the support in the text.

S = Selection, WW = Word Work

Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 4

Grade 4 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 <i>Before FCAT</i>	Quarter 4 <i>After FCAT</i>
	<p>21. HM called Text Structure = Text Organization = but as you read the mini-lesson it also has instruction on Text Features. Be careful to use the correct terminology and not to confuse the two (Theme 1 – Selection 3 – Finding the Titanic p. 80F, 80H). Then there are other mini-lesson that are labeled ‘Text Organization’ but completely concentrate on ‘Text Features’ (Theme 1 – Selection 3 – Finding the Titanic, p. 89).</p> <p>22. HM teaches ‘Generalizations’ which instructs the ‘Validity & Reliability’ benchmark (only tested in Grade 5). Be aware of the language the students need to know. Use the task cards and item specifications to assist.</p> <p>23. Instruction in ‘Making Judgments’ (as in Theme 2 – Selection 1 – Tomas and the Library Lady p. 173) supports instruction in the ‘Validity & Reliability’ benchmark by making a judgment based on relevant supporting details. Use the ‘Validity & Reliability’ Task Card to assist with questions and instruction.</p>					

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Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 4

Grade 4 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 <i>Before FCAT</i>	Quarter 4 <i>After FCAT</i>
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Other Information/Observations/Notes:

- A. FCAT Responding at the end of each selection hits a variety of benchmarks. Read each questions carefully and compare them to the task cards. There may be questions included that the students should skip. Some of the questions are acceptable and some are not. Remember it is a part of effective instruction for students to write out their answers even though it is not tested this way on FCAT. By writing out the answers it makes thinking more critical where the students actually have to DECIDE on the answer rather than CHOOSING in a multiple choice format. Once the student DECIDES for himself the answer, then when CHOOSING in a multiple choice format... the answer becomes more obvious.
- B. Be choosy about some of the activities/lessons which are not supportive of tested benchmarks. Some do offer good instruction and support the Sunshine State Standards and some can wait to be instructed AFTER FCAT.
- C. When using the 'Mini-Lessons/Revisiting Text' found wrapped in the margins of the Teacher's Edition make sure you choose carefully based on data and student needs which lessons to do. **YOU WILL NOT HAVE TIME FOR EVERYTHING!**
- D. Notice how much instruction comes specifically from the LINKS... do not skip these sections! FCAT is 50% informational text.
- E. The 'task cards' developed by MDCPS, Division of Language Arts/Reading should be utilized continuously by the teacher and students. It would be extremely beneficial for the teacher to focus the students on a specific task card, and then have the students write questions and answers using one or more task cards based on what the students read. Do NOT assume the students are writing the correct answer to their OWN question and read the answers carefully... it's actually a difficult task for many students. Through writing the answers, the teacher will truly know if the student understands the text read.
- F. If the teacher stops using HM after the Holiday Break through FCAT... notice ALL the instruction missed starting from January 3rd through April 8th... this would be everything from Theme 3, Selection 1 through Theme 5, Selection1 (highlight everything between those dates & stories and analyze what you discover). Therefore, during Crunch Time you may supplement but NOT eliminate HM.

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Division of Language Arts/Reading, August 2010

**Reading 2010-211 Pacing Guides
AT-A-GLANCE
Grade: 5
Houghton Mifflin**

Quarter	Theme	Week	Days	Weeks	Title
1	1	1	5	8/23-8/27	Back to School: <ul style="list-style-type: none"> • The Pumpkin Runner Focus on Florida: <ul style="list-style-type: none"> • Spanish Treasure Fleet • Lost and Found
		2	5	8/30-9/3	Focus on Florida: <ul style="list-style-type: none"> • Making a Difference • Sunset on the Slough
		3	3	9/6-9/10	Focus on Florida: <ul style="list-style-type: none"> • Launching the Shuttle • Bob Martinez's Journey
		4	5	9/13-9/17	Theme 1 - Selection 1 <ul style="list-style-type: none"> • Earthquake Terror • El Nino
		5	5	9/20-9/24	Theme 1 - Selection 2 <ul style="list-style-type: none"> • Eye of the Storm • Story Warning
		6	5	9/27-10/1	Theme 1 - Selection 3 <ul style="list-style-type: none"> • Volcanoes • The Princess and the Warrior
		7	5	10/4-10/8	Theme 1 - Selection 3 <ul style="list-style-type: none"> • Volcanoes • The Princess and the Warrior
		8	5	10/11-10/15	Theme 1 – <ul style="list-style-type: none"> • Review/ Assessment
		9	5	10/18-10/22	Focus on Tall Tales <ul style="list-style-type: none"> • Paul Bunyan: The Mightiest Logger of Them All • John Henry Races the Steam Drill • Sally Ann: Thunder Whirlwind • February from McBroom's Almanac
	2	10	5	10/25-10/29	Theme 2- Selection 1 <ul style="list-style-type: none"> • Michelle Kwan: Heart of a Champion • The Eleven Cities Tour
Quarter	Theme	Week	Days	Weeks	Title
2	2	11	3	11/1-11/5	Theme 2 – Selection 1 <ul style="list-style-type: none"> • Michelle Kwan: Heart of a Champion • The Eleven Cities Tour
		12	4	11/8-11/12	Theme 2 – Selection 2 <ul style="list-style-type: none"> • La Bamba • History of Recorded Sound
		13	5	11/15-11/19	Theme 2 - Selection 3 <ul style="list-style-type: none"> • The Fear Place • Blink to Limitations
		14	3	11/22-11/24	Theme 2 – Selection 3 <ul style="list-style-type: none"> • The Fear Place • Blink to Limitations
		15	5	11/29-12/3	Theme 2 – Selection 4 <ul style="list-style-type: none"> • Mar Jemison: Space Scientist

					<ul style="list-style-type: none"> • Into the Deep
		16	5	12/6-12/10	Theme 2 – Review/ Assessment
	3	17	5	12/13-12/17	Theme 3 – Focus on Poetry <ul style="list-style-type: none"> • Places and Seasons • Animals • People
		18	5	1/3-1/7	Theme 3 – Selection 1 <ul style="list-style-type: none"> • And Then What Happened Paul Revere? • Yankee Doodle
		19	5	1/10-1/14	Theme 3 – Selection 2 <ul style="list-style-type: none"> • Katie’s Trunk • In Their Own Words
		20	3	1/17-1/21	Theme 3 – Selection 3 <ul style="list-style-type: none"> • James Forten • Games of Young America
Quarter	Theme	Week	Days	Weeks	Title
3	3	21	5	1/24-1/28	Theme 3 - Selection 3 <ul style="list-style-type: none"> • James Forten • Games of Young America
		22	5	1/31-2/4	Theme 3 – Review/Assessment
	4	23	5	2/7-2/11	Theme 4 – Selection 1 <ul style="list-style-type: none"> • Mariah Keeps Cool • One Pair of Shoes and a Lot of Good Souls!
		24	4	2/14-2/18	Theme 4 – Selection 1 <ul style="list-style-type: none"> • Mom’s Best Friend • Monkey’s with a Mission
		25	5	2/21-2/25	Theme 4 – Selection 2 <ul style="list-style-type: none"> • Mom’s Best Friend • Monkey’s with a Mission
		26	5	2/28-3/4	Theme 4 – Selection 3 <ul style="list-style-type: none"> • Yang the Second and her Secret Admirer • Hands and Hearts FCAT Writing
		27	5	3/7-3/11	Theme 4 – Selection 4 <ul style="list-style-type: none"> • Dear Mr. Henshaw • More Young Writers
		28	5	3/21-3/25	Theme 4 - Review/Assessment
		29	5	3/28-4/1	Theme 4 – Focus on Plays <ul style="list-style-type: none"> • The Case of the Runaway Appetite
Quarter	Theme	Week	Days	Weeks	Title
4	5	30	4	4/4-4/8	Theme 5 – Selection 1 <ul style="list-style-type: none"> • A Boy Called Slow • Drawn from History
		31	5	4/11-4/15	FCAT Reading & Math
		32	4	4/18-4/22	Theme 5 – Selection 2 <ul style="list-style-type: none"> • Pioneer Girl • Nicodemus Stakes a Claim in History
		33	5	4/25-4/29	Theme 5 – Selection 3 <ul style="list-style-type: none"> • Black Cowboy • Wild Horses

		34	5	5/2-5/6	Theme 5 – <ul style="list-style-type: none"> • Elena • Coming to Golden Mountain
	6	35	5	5/9-5/13	Theme 5 – <ul style="list-style-type: none"> • Review/Assessment • Focus on Autobiographies
		36	5	5/16-5/20	Theme 6 – Selection 1 <ul style="list-style-type: none"> • The Grizzly Bear Family Book • Three Poems
		37	5	5/23-5/27	Theme 6 – Selection 2 <ul style="list-style-type: none"> • The Golden Lion Tamarin Comes Home • Tuning in on Animals
		38	4	5/30-6/3	Theme 6 – Selection 3 <ul style="list-style-type: none"> • My Side of the Mountain • Robin Hughes Wildlife Doctor
		39	4	6/6-6/10	Theme 6 – Selection 3 <ul style="list-style-type: none"> • My Side of the Mountain • Robin Hughes Wildlife Doctor

Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 5

Grade 5 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 Before FCAT	Quarter 4 After FCAT
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Category 1: Vocabulary						
LA.3-5.1.6.3 Context Clues	Context	Theme 1 – S1, S2, S3 Theme 2 – S1	Theme 2 – S1, S2, S3, S4 Theme 3 – S1	Theme 4 – S1, S2, S3, S4	Theme 5 – S1, S2, S3, S4	Theme 5 – S2, S3, S4 Theme 6 – S1, WW: Vocab Skills S1, S2, S3
LA.3-5.1.6.7 Base Words and Affixes	Base Words Prefixes Suffixes Roots (5th grade only)	Theme 1 – WW S1 (base), WW S3 (root)	Theme 2 – WW S2 (root), S3 (suffix), WWS4 (suffix)	Theme 3 – WW S3 (prefix) Theme 4 – WW S1 (base/suffix), WW S3 (prefix/suffix), WW S4 (suffix)	Theme 5 – WW S1 (prefix/suffix)	Theme 5 – WW S2 (suffix) Theme 6 – WW S1 (prefix), WW: Spelling S3 (suffix)
LA.3-5.1.6.8 Antonyms, Synonyms, Homographs, Homophones	Antonyms Synonyms		Theme 2 – S3 (homophones) Theme 3 – Vocab Skills S1 (synonyms)	Theme 3 – WW S3 (Antonyms)		
LA.3-5.1.6.9 Multiple Meanings in Context *Includes LA.3-5.1.6.6 Shades of Meaning	Multiple Meanings (MM) Analyze Words in Text		Theme 2 – WW S2	Theme 4 – S2 (MM & Shades)		
Category 2: Reading Application						
LA.3-5.1.7.2 Identify Author's Purpose in text and how Author's Perspective influences text	Author's purpose (AP) Author's perspective (HM calls 'Viewpoint' = AV)	Focus on Florida-Spanish Treasure Fleet: Lost and Found (AP - passage 1) Theme 1 – S2 (AP)	Theme 2: Focus on Poetry – Dinner Together (AV), It's All the Same to the Clam (AV), The Bat (AV), Reggie (AV) Theme 3 – S1 (AV/AP)	Theme 3 – S3 (AV)		Theme 5 – S3 (AP/AV), S4 (AP/AV)
LA.3-5.1.7.3 Main Idea, Relevant Supporting Details, Strongly Implied Message, Inference, Chronological Order	Main idea (MI) Message (M) - (stated and implied) Relevant details (D) Chronological Order (CO) *Conclusions (C) Inferences (I)	Focus on Florida- Bob Martinez's Journey (MI/D -passage 5) Theme 1 - S1 (CO), Link S1 (CO), S2 (CO), S3 (MI/D), Focus on Tall Tales – John Henry Races the Steam Drill (retell) Theme 2 – S1 (D & Summarize), Link S1 (CO)	Theme 2 – S1 (D & Summarize), Link S1 (CO), S2 (Summarize, CO, & I), S3 (D), S4 (MI/D, CO) Theme 3 – S1 (MI/D & CO), S2	Theme 3 – S2, S3 (CO), Link S3 (CO) Theme 4 – S1 (D/Con), S2 (D/CO), Link S2 (MI/D), S3 (Infer), S4 (D/Infer)	Theme 5 – S1 (C/I/ D/CO)	Theme 5 – S2 (C), S4 (summarize), Link S4 (MI/D) Focus on Autobiography – Story #1: Langston Terrace, Story #4: Hit a Grand Slam! Theme 6 – S1(MI/D), S2 (MI/D), S3 (C/CO), Link S3 (MI/D)
LA.3-5.1.7.4 Cause & Effect Relationships	Cause Effect		Theme 2 – S2 Theme 3 – S2	Theme 3 – S2 Theme 4 – S2		
LA.3-5.1.7.5 Identify text structure and explain how it impacts	Text Structure (Organizational Patterns) e.g., Compare/contrast, cause/effect, sequence of events	Theme 1 – S2 (CO), S2 (MI/D/CO) Theme 2 – S1 (CO)	Theme 2 – S1 (CO)			

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Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 5

Grade 5 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 <i>Before FCAT</i>	Quarter 4 <i>After FCAT</i>
<i>meaning in text.</i>						
LA.3-5.1.7.6 <i>The student will identify themes or topics across a variety of fiction or nonfiction</i>	Theme Topic <i>(Grade 3 within only, Grades 4-5 within and across)</i>	Theme 1 – Launch (theme) Theme 2 – Launch, (theme), S1 (theme)	Theme 2 – Launch, (theme), S1 (theme), S2 (theme), S3, S4 (theme/topic) Theme 3 – Launch (theme)	Theme 4 – Launch (theme)	Theme 5 – Launch, S1 (theme)	Theme 5 – Wrap, S2 (theme), S3 (theme), S4 (theme) Theme 6 – Link S1 (theme), S2 (topic), S3 (theme)
LA.3-5.1.7.7 Compare/Contrast Elements, Topics, Settings, Characters, Problems in Single or Multiple Texts <i>(Grade 3 within only, Grades 4-5 within and across)</i>	Elements Characters Settings Events Problems	Focus on Florida - Making a Difference (passage 2); Launching the Shuttle (passage 3) Theme 1 – Launch/Wrap Up, Focus on Tall Tales (Paul Bunyan, the Mightiest Logger of Them All (passage 1), John Henry Races the Steam Drill (passage 2); Focus on Tall Tales – February Theme 2 – Launch/Wrap Up	Theme 2 – Launch/Wrap Up, S4 (MI/D) Focus on Poetry – Launch/Wrap, Compare & Contrast All Poems to Each Other Theme 3 – Launch/Wrap Up	Theme 3 - Launch/Wrap Up Theme 4 – Launch/Wrap Up, S1, S2, S3	Theme 5 – Launch, S1	Theme 5 – Wrap Up Focus on Autobiography – Intro/ Wrap Up Theme 6 – Launch/Wrap Up, Link S1, S2, Link S2 (topic)
Category 3: Literary Analysis/ Fiction/Nonfiction						
LA.3-5.2.1.2 Elements Of Story Structure- Character, Character Development, Setting, Plot, Problem/Solution	Plot development Setting Character development Character point of view Problem/resolution	Focus on Florida - Making a Difference (passage 2) Theme 1 – S1, S3 Theme 2 – S1	Theme 2 – S1, S2 Theme 3 – S2	Theme 3 – S2 Theme 4 – S1, S2, Focus on Plays		Theme 5 – S3, S4 Focus on Autobiography – Story #3: Bill Peet
LA.3-5.2.1.7 Identify and explain the use of descriptive, idiomatic, and figurative language to describe people, feelings, and objects	Descriptive Language (e.g. mood, imagery) Figurative Language (e.g. simile, metaphor, personification)	Theme 1 – S1 (mood), Focus on Tall Tales – Sally Ann Thunder Ann Whirlwind (passage 3)	Theme 2 – S2 (simile, mood), S3 (mood) Focus on Poetry – Lemon Tree (comparison/senses), Travel (senses), Knoxville, Tennessee (senses), A Patch of Snow (comparison), Early Spring (figurative), Civilization (mood), Whirligig Beetles	Theme 4 – Link S4 (poetry), WW S4 (connotation)		Focus on Autobiography – Story #2: Jane Goodall Theme 6 – Link S1 (mood/elements of poetry), WW: Vocab Skills S3 (idioms)

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Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 5

Grade 5 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 Before FCAT	Quarter 4 After FCAT
			(descriptive), The Shark (repetition), It's All the Same to the Clam (repetition), Campfire (descriptive), Reggie (exaggeration), Be Glad Your Nose Is on Your Face (humor), Ode to Pablo's Tennis Shoes (metaphors/similes)			
LA.3-5.2.2.1 <i>Explain and identify the purpose of text features</i>	Text features (literary) e.g., charts, headings, graphs, diagrams, illustrations, captions, maps, titles, subtitles, keys/legends, stanzas		Theme 3 –S2	Theme 3 - S2 Theme 4 –S2, Link S4 (poetry)		Theme 5 – S3 (viewing illustrations)
Category 4 Informational Text/Research Process						
LA.3-5.6.1.1 Read and organize informational text and text features to perform a task	Locate. Interpret, Organize Information Text Features: (e.g., titles, subtitles, headings text boxes, subheadings, charts, graphs, diagrams, illustrations, captions, maps, key/legends)	Focus on Florida- Spanish Treasure Fleet: Lost and Found (passage 1); Launching the Shuttle (passage 3) Theme 1 – Link S1, S2, Link S2, Info & Study Skills S3 (map) Theme 2 – Link S1 (symbols, map key, map scale)	Theme 2 – Link S1 (symbols, map key, map scale), Link S2 (timeline), Link S3 (caption/title), Link S4 (headings/captions/photos), Info & Study Skills S4 (schedule, timeline, venn diagram) Theme 3 – Link S1 (song lyrics, chorus, stanza), Info & Study Skills S2	Theme 3 - Link S2 (how to read primary sources), Link S3 (how to follow directions) Theme 4 – Link S1 (how to read a news article), Link S3 (how to read a magazine article)	Theme 5 – Link S1 (looking at fine art),	Theme 5 – Link S2 (how to read an article), Link S3 (observing photographs) Theme 6 – Link S2 (how to read a technology article/diagrams/illustrations), Info & Study Skills S3 (application & forms), Writing & Language: Listening /Speaking/Viewing S3 (locating info & details)
LA.5.6.2.2 <i>Determine the Validity and Reliability of information in text</i>	Validity (V) Reliability (R) (of information within and across text)	Theme 2 – Info & Study Skills S1 (evaluate)	Theme 2 – Info & Study Skills S1 (evaluate) Theme 3 – S1 (generalization)	Theme 4 – Info & Study Skills S3 (accuracy & bias), S4 (evaluate Evidence/judgments)		Theme 5 – S2 (propaganda), Info & Study Skills S2 (comparing info in more than one source), S3 (judgments), Info &

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Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 5

Grade 5 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 <i>Before FCAT</i>	Quarter 4 <i>After FCAT</i>
TESTED ONLY IN GRADE: 5	INTRODUCED IN GRADE: 4 <u>BUT TESTED ONLY IN GRADE: 5</u>					Study Skills S3 (multiple sources of information), S4 (judgments, propaganda) Theme 6 – S1 (generalizations), S2 (generalizations/ judgments)

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Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 5

Grade 5 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 Before FCAT	Quarter 4 After FCAT
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Instructional Implications by Category:

Category 1: Vocabulary	<ol style="list-style-type: none"> 1. Direct and systematic instruction for context clues is missing. Use the Common Context Clues chart in <i>Wild about Words</i>. 2. Notice there is little instruction for antonyms, synonyms, homophones and multiple meaning words. Other resources to assist with supplemental instruction are: <i>Elements of Reading: Vocabulary, Wild About Words, 3-5 Companion, Words Their Way, Bringing Words to Life</i> by Isabel Beck and <i>Making the Grade</i> document.
Category 2: Reading Applications	<ol style="list-style-type: none"> 3. Theme 1 Launch – Practice book pages 1 & 2 are an example of a graphic organizer (content frame) to compare all stories in the theme. Remember to use this at the end of each story as part of the wrap up which will support theme instruction. HM uses theme as a collection of stories and how it's organized as a collection of selected stories (e.g. all about going on a journey) but the SSS refers to literary definitions of theme which are lessons or messages learned. Combine with writing questions and answers from the theme/topic task card. If the 'Launch/Wrap Up' sections are skipped then there will not be any instruction on theme. 4. Theme 2, Selection 1, p. 137c has the comprehension skills of 'Categorize & Classify' which is not tested. In the lessons, it does refer to supporting details while categorizing and classifying. This should be emphasized along with main idea since it IS a tested benchmark. In addition, the benchmark 'Compare & Contrast' is targeted since students will need to determine similarities in order to categorize. Use the task cards to assist with supplemental instruction for 'Main Idea', 'Relevant Supporting Details', and 'Compare & Contrast'. 5. HM instructs Author's Purpose with 'PIES' (persuade, inform, entertain, and share) which is NOT in depth enough for a student to pass an Author's Purpose question on FCAT. Instead, supplement the Author's Purpose CHART (intent + main idea) published by MDCPS, Division of Language Arts/Reading. Also, remember to use the task cards to assist with questioning for Author's Purpose. 6. When HM refers to 'Following Directions' as the comprehension skill, think of it as sequencing/chronological order found under the main idea benchmark. Use the 'Chronological Order' Task Card for supplemental support. In addition, when events are in order the cause and effect relationships are apparent. Use the 'Cause & Effect' Task Cards to assist with student generated questions and answers. ALSO, this will lend itself to instruction for 'Text Structure'. Make sure to point out the transitional words used as a part of the structure of this kind of text. Use the 'Text Structure' task cards to assist with questions and answers. 7. The comprehension skill of 'Fact & Opinion' found in Theme 1 is NOT a tested benchmark at this grade level. Look at the practice book pages and be selective. There may be 'Facts Charts' or other activities that do support instruction for a tested benchmark. Keep in mind; this is the foundation of 'Validity & Reliability' which is a 5th grade tested skill. 8. HM calls 'Author's Perspective' by the term 'Author's Viewpoint'. Sometimes 'Author's Purpose', 'Author's Viewpoint', and 'Author's Perspective' are used interchangeably. "An author's purpose is his or her reason for creating a particular work.... [Where an author's] perspective is a position from which something is considered or evaluated; standpoint (FIDOE, Item Specifications 2009, p. E-1 & E-5). Remember to use the task cards to assist with questioning. 9. The terminology 'Implied Message' is NOT used in HM. Remember the academic vocabulary students need to be taught in

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Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 5

Grade 5 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 <i>Before FCAT</i>	Quarter 4 <i>After FCAT</i>
						<p>order to prepare for FCAT and understand the questions read. Refer to the task cards to assist with questioning and the FCAT Academic Vocabulary chart published by MDCPS, Division of Language Arts/Reading.</p> <p>10. Specific instruction with 'Cause & Effect' is weak. Remember when working in the 'Main Idea' benchmark, it includes 'Chronological Order'. So when something is in order you can also identify cause & effect relationships. Use timelines, T charts, and the Cause & Effect Task Cards to supplement and support instruction. In addition, when working in the plot development benchmark, when using a timeline or narrative arch there is an order... therefore, cause & effect relationships can be established, too.</p> <p>11. Text structure IS specifically addressed starting in Quarter 1, Theme 1 but minimally (chronological order mostly). Use the 'Text Structures in Informational Text' chart published by MDCPS, Division of Language Arts/Reading for initial instruction. Enlarge the chart to refer to for every informational text read.</p>
Category 3: Literary Analysis- Fiction/Nonfiction						<p>12. Look carefully at what the lesson instructs. Sometimes 'Text Organization' and 'Text Features' are used interchangeable when they are very different benchmarks. These are totally different benchmarks and categories tested. In addition, notice there are two different task cards to support instruction called 'Text Structures/Organizational Patterns' and 'Text Features'. 'Text Structure/Organization has to do with the body of the text and how it's organized where 'Text Features' are the titles, subtitles, headings, text boxes, subheading, charts, graphs, diagrams, illustrations, captions, maps and keys/legends. Refer to <i>Making the Grade</i> with the New 2006 Sunshine State Standards! Grades 3-5 chart for clarification.</p> <p>13. There are few opportunities to practice Text Features with literary text (fiction/nonfiction/poetry/drama) – LA.3-5.2.2.1 – Incorporate instruction towards this benchmark with all other selections based on the text attributes. For further clarification refer to the FCAT Item Specifications and Task Cards.</p>
Category 4: Informational Text/ Research Process						<p>14. There is not any direct instruction on 'Validity & Reliability' but when HM focuses on <i>Making Judgments, Evaluating, Accuracy & Bias, Propaganda, and Generalizations</i>, instruction towards the 'Validity & Reliability' benchmark is supported. Remember the 'Validity & Reliability' benchmark is ONLY tested in fifth grade. Use the FCAT Item Specifications, Task Cards, and Two Column Notes (such as Conclusion/Support) to assist with instruction.</p> <p>15. Text structure IS specifically addressed starting in Quarter 1, Theme 1 but minimally (chronological order mostly). Use the 'Text Structures in Informational Text' chart published by MDCPS, Division of Language Arts/Reading for initial instruction. Enlarge into a chart to refer to for every informational text read.</p>

S = Selection WW = Word Work

Houghton Mifflin Curriculum Alignment with FCAT Content Assessed - GRADE 5

Grade 5 SSS Benchmarks Tested on FCAT	Content Focus	Quarter 1	Quarter 2	Quarter 3	Quarter 4 <i>Before FCAT</i>	Quarter 4 <i>After FCAT</i>
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Other Information/Observations/Notes:

- A. FCAT Responding at the end of each selection hits a variety of benchmarks. Read each questions carefully and compare them to the task cards. There may be questions included that the students should skip. Some of the questions are acceptable and some are not. Remember it is a part of effective instruction for students to write out their answers even though it is not tested this way on FCAT. By writing out the answers it makes thinking more critical where the students actually have to DECIDE on the answer rather than CHOOSING in a multiple choice format. Once the student DECIDES for himself the answer, then when CHOOSING in a multiple choice format... the answer becomes more obvious.
- B. Be choosy about some of the activities/lessons which are not supportive of tested benchmarks. Some do offer good instruction and support the Sunshine State Standards and some can wait to be instructed AFTER FCAT.
- C. When using the 'Mini-Lessons/Revisiting Text', found wrapped in the margins of the Teacher's Edition, make sure you choose carefully which lessons to do based on data and student needs. **YOU WILL NOT HAVE TIME FOR EVERYTHING!**
- D. Notice how much instruction comes specifically from the LINKS... do not skip these sections! FCAT is 60% informational text at this level.
- E. The 'Task Cards' developed by MDCPS, Division of Language Arts/Reading should be utilized continuously by the teacher and students. It would be extremely beneficial for the teacher to focus the students on a specific task card, and then have the students write questions and answers using one or more task cards based on what the students read. Do NOT assume the students are writing the correct answer to their OWN question and read the answers carefully... it's actually a difficult task for many students. Through writing the answers, the teacher will truly know if the student understands the text read.
- F. If the teacher stops using HM after the Holiday Break through FCAT... notice ALL the instruction missed starting from January 3rd through April 8th ... this would be everything from Theme 3, Selection 1 through Theme 5, Selection1 (highlight everything between those dates & stories and analyze what you discover). **Therefore, during Crunch Time you may supplement but not eliminate HM.**

S = Selection WW = Word Work

Elementary Reading Coach Action Plan September 2010

To be completed and emailed to duniaperez@dadeschools.net
or faxed to the Division of Language Arts/Reading 305-995-2436,
NO LATER THAN October 15, 2010

Action	Person Responsible	Date Completed
Meet with principal to share NGSS focus and tested benchmarks (FCAT, FAIR, SAT), strategies to improve Tier 1 (RtI) instruction, strategies to implement and place students in Tier 2 (RtI) intervention and Houghton Mifflin/Pacing Guide/FCAT alignment to create targeted Instructional Focus Calendars.	Reading Coaches	
Meet with grade levels to: <ul style="list-style-type: none"> • Identify benchmarks tested on FAIR, FCAT or SAT • Plan 90 minute block (Tier 1) instruction providing the differentiation/scaffolding necessary to meet student needs in both whole group and small group instruction. • Revise Instructional Focus Calendars and plan strategically based on school data and Houghton Mifflin/Pacing Guide/FCAT alignment (Grades 3-5 only). 	Reading Coaches	K _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Respond to questions on Reading Coach Discussion Board (September 2010) http://it.dadeschools.net/discussionboards.htm	Reading Coaches	

Reading Coach: _____ **School:** _____

Reading Coach: _____ **Region:** _____

Principal's Signature: _____

Comments: