

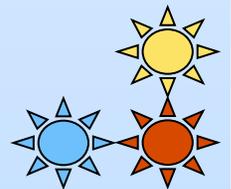
Coordinating Spanish and English Reading Instruction

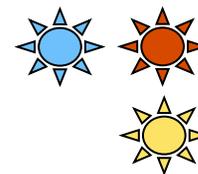
Doris Luft Baker

Rachell Katz

B-ELL Schools IBR

August 24, 2006





Coordinating Spanish and English Reading Instruction

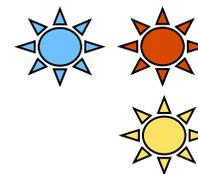
★ **Materials created/ adapted by:**

- Rachell Katz
- Doris Baker

★ Additional Support

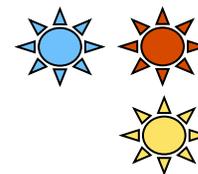
- Katie Tate
- Deni Basaraba
- Anna Ingram





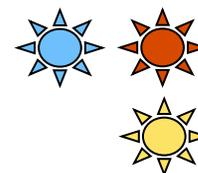
Copyright

- ✦ All materials are copy written and should not be reproduced or used without expressed permission of Dr. Scott Baker or Dr. Carrie Thomas-Beck. Selected slides were reproduced from other sources and original references cited.



Overview

1. Roles of BELL team members
2. Forming Instructional Groups:
Using Spanish and English Data
3. Progress Monitoring
4. Planning for the 45 minute English reading instruction and the 90 minute Spanish instruction.



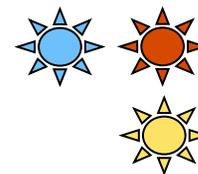
Roles of B-ELL team

▲ Roles of each member

- Doris - Regional Coordinator focusing on ELL reading instruction in B-ELL schools
- Rachell - Regional Coordinator focusing on reading instruction for non-ELL students in B-ELL schools
- Jorge- Support teachers and instructional assistants with the delivery of instruction.
- Fátima - Assist with IDEL training, refresher, and template development. Creating Interaction tables.

Forming Instructional Groups

Using Spanish and English Data

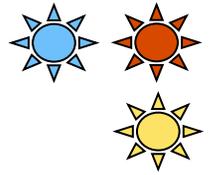


Small group instruction

- ▶ Allows for differentiated instruction
- ▶ Informal assessments (i.e. individual turns) to check on mastery
- ▶ Differentiated pacing between groups to keep engagement high

Step 1. Forming Instructional Groups

First Grade Spring Table



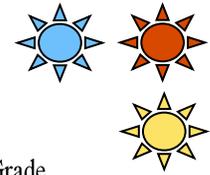
Spanish

Student	FPS	#of words recoded	FPS Status	FLO score	Total words read	% Accuracy	FLO Status	Group
Brandon								
Emmanuel								
Karina								
Kimberly								
Ruby								
Yoslin								
Angeles								
Brayan								
Andres								
Antony								
Ivan								

English

Student	NWF	# of words recoded	NWF Status	ORF Score	Total words read	% Accuracy	ORF Status	Group
Brandon								
Emmanuel								
Karina								
Kimberly								
Ruby								
Yoslin								
Angeles								
Brayan								
Andres								
Antony								
Ivan								

Interaction Table

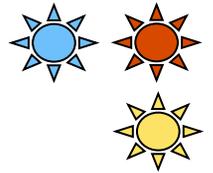


District: Washington
School: Sunnyside

Date: January, 2006
Step: Beginning-Middle of First Grade

Name	DIBELS			IDEL			DIBELS			IDEL			DIBELS		IDEL	
	Beginning PSF	Middle PSF	Check if Low Risk at least 35	Beginning FSF	Middle FSF	Check if Low Risk at least 35	Beginning NWF	Middle NWF	Check if Low Risk at least 50	Beginning FPS	Middle FPS	Check if Low Risk at least 70	Middle ORF	Check if Low Risk at least 20	Middle FLO	Check if Low Risk at least 20
Miguel	14	43	v	18	56	v	36	81	v	55	79	v	27	v	21	v
Maria	23	38	v	33	46	v	6	30		1	46		7		16	
Giovanni	21	36	v	10	34		8	22		2	20		9		20	v
Estefania	31	45	v	4	55	v	13	34		13	50		6		13	
Michelle	33	45	v	48	75	v	6	19		7	45		1		8	
Alexis	15	5		14	40	v	9	8		8	49		0		25	v
Carlos	0	12		8	23		0	28		0	52		1		5	
Miguel	3	5		3	6		5	13		7	12		1		0	
Rosa	9	23		23	38	v	2	46		0	56		6		16	
Lillyana	11	19		15	31		37	60	v	124	90	v	43	v	46	v
Ivan,	3	17		0	36	v	1	7		0	40		1		5	
Ricardo	8	31		25	43	v	0	7		7	36		0		14	
Vanessa	10	36	v	29	47	v	14	20		8	28		0		4	
Jovanny	11	20		11	23		18	41		16	46		6		12	
Omar	37	52	v	44	59	v	12	36		31	68		14		29	
Alexis	0	55	v		44	v	0	22			21		1		4	
Brenda	22	52	v	24	58	v	5	32		11	60		14		25	v
Melisa	51	43	v	29	48	v	28	55	v	18	48		31	v	15	
Armando	34	42	v	31	71	v	3	41		4	64		6		15	
Sonia	15	21		5	15		0	60	v	0	56		7		7	
Veronica	8	44	v	22	44	v	4	37		18	50		0		9	
Jocelyn	29	29		52	46	v	3	40		1	75	v	9		21	v
Marco	20	41	v	37	31		3	21		1	25		1		1	
Bianney	3	30		13	49	v	29	61	v	48	94	v	39	v	33	v
Miguel	9	49	v	44	67	v	4	97	v	17	83	v	9		27	v
Yajaira	12	27		24	68	v	0	24		0	41		5		6	

Step 2. Use Interaction Tables to Insert Information



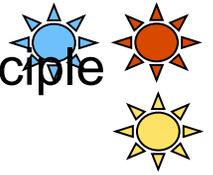
Spanish End of First Grade

Student	FPS	#of words recoded	FPS Status	FLO score	Total words read	% Accuracy	FLO Status	Group
Brandon	100		Established	23			At risk	
Emmanuel	75		Emerging	45			Low risk	
Karina	43		Deficit	5			At risk	
Kimberly	43		Deficit	48			Low risk	
Ruby	17		Deficit	11			At risk	
Yoslin	30		Deficit	0			At risk	
Angeles	35		Deficit	22			At risk	
Brayan	27		Deficit	11			At risk	
Andres	18		Deficit	10			At risk	
Antony	37		Deficit	8			At risk	
Ivan	1		Deficit	0			At risk	

English End of First Grade

Student	NWF	# of words recoded	NWF Status	ORF Score	Total words read	% Accuracy	ORF Status	Group
Brandon	72		Established	34			Some risk	
Emmanuel	52		Established	45			Low risk	
Karina	83		Established	49			Low risk	
Kimberly	75		Established	50			Low risk	
Ruby	33		Emerging	10			At risk	
Yoslin	50		Established	8			At risk	
Angeles	52		Established	22			Some risk	
Brayan	39		Emerging	11			At risk	
Andres	34		Emerging	10			At risk	
Antony	39		Emerging	8			At risk	
Ivan	0		Deficit	0			At risk	

Step 3. Analyzing Students' Understanding of the Alphabetic Principle (FPS/NWF)

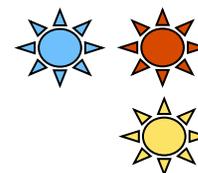


Spanish End of First Grade

Student	FPS	# of words recoded	FPS Status	FLO score	Total words read	% Accuracy	FLO Status	Group
Brandon	100	20	Established	23			At risk	
Emmanuel	75	15	Emerging	45			Low risk	
Karina	43	10	Deficit	5			At risk	
Kimberly	43	4	Deficit	48			Low risk	
Ruby	17	0	Deficit	11			At risk	
Yoslin	30	5	Deficit	0			At risk	
Angeles	35	10	Deficit	22			At risk	
Brayan	27	2	Deficit	11			At risk	
Andres	18	0	Deficit	10			At risk	
Antony	37	2	Deficit	8			At risk	
Ivan	1	0	Deficit	0			At risk	

English End of First Grade

Student	NWF	# of words recoded	NWF Status	ORF Score	Total words read	% Accuracy	ORF Status	Group
Brandon	72	16	Established	34			Some risk	
Emmanuel	52	16	Established	45			Low risk	
Karina	83	20	Established	49			Low risk	
Kimberly	75	22	Established	50			Low risk	
Ruby	33	8	Emerging	10			At risk	
Yoslin	50	14	Established	8			At risk	
Angeles	52	12	Established	22			Some risk	
Brayan	39	15	Emerging	11			At risk	
Andres	34	4	Emerging	10			At risk	
Antony	39	6	Emerging	8			At risk	
Ivan	0	0	Deficit	0			At risk	



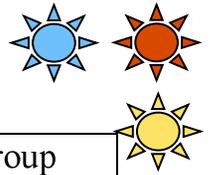
Number of Words Recoded in FPS

Indicador 3 Primer grado Fluidez en las Palabras sin Sentido IDEL™

<u>z u</u>	<u>f or u</u>	<u>g a</u>	<u>gu po</u>	<u>ta m a</u>	<u>16/16</u>
<u>li j u</u>	<u>p i d i</u>	<u>da nu</u>	<u>so</u>	<u>l eba</u> /	<u>17/18</u>
<u>j i</u>	<u>zo</u>	<u>s u m i</u>	<u>d i sa</u>	<u>doro</u>	<u>16/16</u>
<u>l od u</u>	<u>r ivi</u>	<u>de</u> ^{ac} / <u>- o</u>	<u>s u p u</u>	<u>jo -i</u>	<u>20/20</u>
<u>rate</u>	<u>z ep u</u>	<u>t u se</u>	<u>f a</u>]	co	<u>14/16</u>
Total:					<u>83</u>

Numero de Palabras Completas le'das (NPC): 22

Step 4. Fluency and Accuracy Reading Connected Text

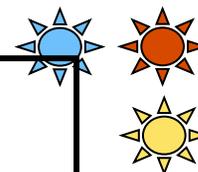


Spanish End of First Grade

Student	FPS	# of words recoded	FPS Status	FLO score	Total words read	% Accuracy	FLO Status	Group
Brandon	100	20	Established	23	25	92%	At risk	
Emmanuel	75	15	Emerging	45	50	90%	Low risk	
Karina	43	10	Deficit	5	10	50%	At risk	
Kimberly	43	4	Deficit	48	50	96%	Low risk	
Ruby	17	0	Deficit	11	16	69%	At risk	
Yoslin	30	5	Deficit	0	0	0%	At risk	
Angeles	35	10	Deficit	22	36	62%	At risk	
Brayan	27	2	Deficit	11	15	74%	At risk	
Andres	18	0	Deficit	10	11	91%	At risk	
Antony	37	2	Deficit	8	14	58%	At risk	
Ivan	1	0	Deficit	0	0	0%	At risk	

English End of First Grade

Student	NWF	# of words recoded	NWF Status	ORF Score	Total words read	% Accuracy	ORF Status	Group
Brandon	72	16	Established	34	37	92%	Some risk	
Emmanuel	52	16	Established	45	49	92%	Low risk	
Karina	83	20	Established	49	54	91%	Low risk	
Kimberly	75	22	Established	50	54	93%	Low risk	
Ruby	33	8	Emerging	10	11	91%	At risk	
Yoslin	50	14	Established	8	12	67%	At risk	
Angeles	52	12	Established	22	24	92%	Some risk	
Brayan	39	15	Emerging	11	12	92%	At risk	
Andres	34	4	Emerging	10	13	77%	At risk	
Antony	39	6	Emerging	8	11	73%	At risk	
Ivan	0	0	Deficit	0	0	-	At risk	



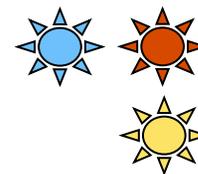
Performance on 3rd-Grade DORF passage

Our Sick Kitty

Our kitten was sick. She would not eat and she	10
stopped drinking. She did not purr anymore. She	18
wanted to sleep all the time. She cried if I touched	29
her.	30
Dad said, "We need to take her to the vet." The	41
vet is an animal doctor.	46
I held her in the cat carrier. I kept her wrapped in a	59
fuzzy blanket. I talked to her because she does not	69
like to ride in the car. But this time she was so sick	82
she was quiet the whole ride.	88

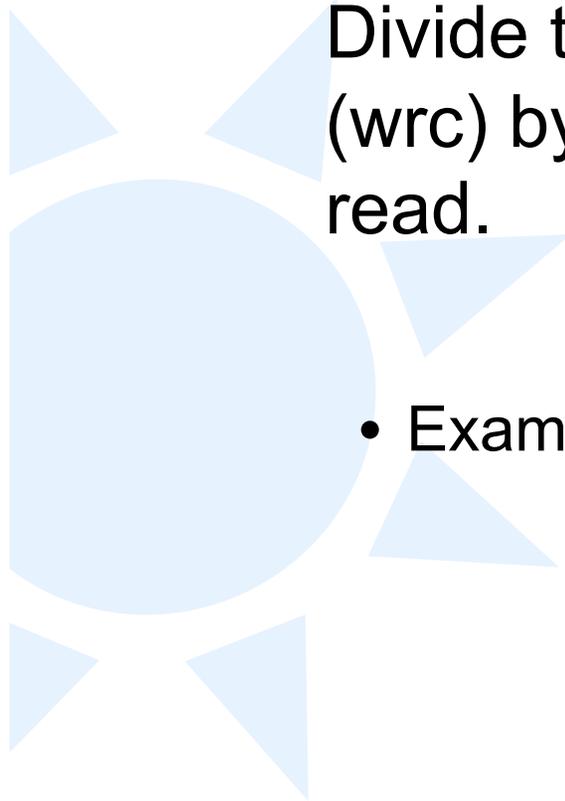
Total Words (TW)= 51

Words Read Correct (wrc)= 44

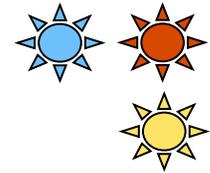


Calculating % accuracy

- Accuracy: Determine the number of words read correctly and the total words read. Divide the number of words read correctly (wrc) by the number of Total Words (TW) read.
 - Example: $44(\text{wrc}) / 51(\text{TW}) = 86\%$ accuracy



Step 5. Grouping Students

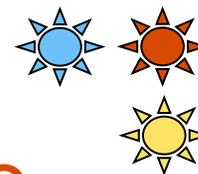


Spanish

Student	FPS	# of words recoded	FPS Status	FLO score	Total words read	% Accuracy	FLO Status	Group
Brandon	100	20	Established	23	25	92%	At risk	3
Emmanuel	75	15	Emerging	45	50	90%	Low risk	3
Karina	43	10	Deficit	5	10	50%	At risk	2
Kimberly	43	4	Deficit	48	50	96%	Low risk	3
Ruby	17	0	Deficit	11	16	69%	At risk	1
Yoslin	30	5	Deficit	0	0	0%	At risk	1
Angeles	35	10	Deficit	22	36	62%	At risk	2
Brayan	27	2	Deficit	11	15	74%	At risk	1
Andres	18	0	Deficit	10	11	91%	At risk	1
Antony	37	2	Deficit	8	14	58%	At risk	2
Ivan	1	0	Deficit	0	0	0%	At risk	1

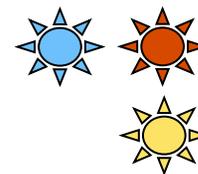
English

Student	NWF	# of words recoded	NWF Status	ORF Score	Total words read	% Accuracy	ORF Status	Group
Brandon	72	16	Established	34	37	92%	Some risk	3
Emmanuel	52	16	Established	45	49	92%	Low risk	3
Karina	83	20	Established	49	54	91%	Low risk	3
Kimberly	75	22	Established	50	54	93%	Low risk	3
Ruby	33	8	Emerging	10	11	91%	At risk	1
Yoslin	50	14	Established	8	12	67%	At risk	2
Angeles	52	12	Established	22	24	92%	Some risk	2
Brayan	39	15	Emerging	11	12	92%	At risk	2
Andres	34	4	Emerging	10	13	77%	At risk	1
Antony	39	6	Emerging	8	11	73%	At risk	1
Ivan	0	0	Deficit	0	0	-	At risk	1



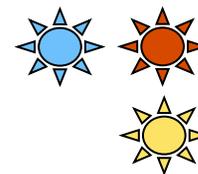
Description of Groups in First Grade

- ▶ **Group 1** - The lowest performing students on understanding the alphabetic principle.
- ▶ **Group 2** - Students recognize some letter sounds but need more instructional support on blending and reading connected text.
- ▶ **Group 3** - Students demonstrate an understanding of the alphabetic principle, and are reading grade level material with 90% accuracy or above.



Fluency and Decoding

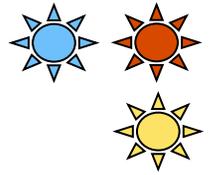
- ★ If students are reading grade level material with 90% accuracy or above, then consider using grade level passages for fluency building.
- ★ If students are reading grade level material with less than 90% accuracy, then assess them to identify gaps in decoding skills. Also, ensure students are practicing fluency in below grade level material or supplemental program with at least 90% accuracy.



Breakout Activity

- ▶ In groups of three, use the Kindergarten Spring data provided to form instructional groups.
 - Provide a description of instructional focus for each group
 - Use benchmark tables to determine the instructional focus.

Forming Instructional Groups - Kindergarten Spring Table

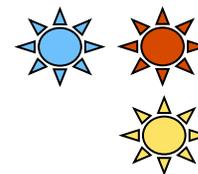


Spanish

Student	FSF	FSF Status	FPS	# of words recoded	FPS status	Group
Malintzi	39	Emerging	16	4	At risk	
Julissa	38	Emerging	22	6	At risk	
Luis	59	Established	18	5	At risk	
Brenda	63	Established	24	5	At risk	
Brandon	33	Deficit	11	0	At risk	
Diego	52	Established	11	0	At risk	
Ruby	37	Emerging	2	0	At risk	
Jose	42	Emerging	18	5	At risk	
Alehandra	54	Established	47	10	Low risk	
Elian	52	Established	38	11	Low risk	

English

Student	PSF	PSF Status	NWF	# of words recoded	NWF Status	Group
Malintzi	52	Established	25	3	Low risk	
Julissa	52	Established	16	2	Some risk	
Luis	53	Established	32	9	Low risk	
Brenda	62	Established	29	4	Low risk	
Brandon	42	Established	20	3	Some risk	
Diego	46	Established	41	10	Low risk	
Ruby	44	Established	0	-	At risk	
Jose	50	Established	35	9	Low risk	
Alehandra	53	Established	54	14	Low risk	
Elian	40	Established	23	4	Some risk	



Description of Groups in Kindergarten

Group 1

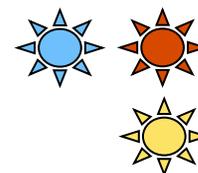
This group needs heavy focus on understanding the alphabetic principle. Continue practice on phonemic awareness.

Group 2

Students are established or nearly established in phonemic awareness, but need continuous practice on understanding the alphabetic principle and blending.

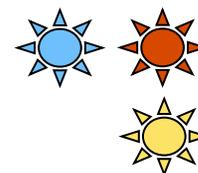
Group 3

Students have established phonemic awareness, and understanding of the alphabetic principle. Students are ready to read grade level decodable text.



Your Turn

- ▶ Use your first and second grade DIBELS/IDEL booklets to fill out the table to form instructional groups.
- ▶ For this activity, use the scores in the booklets and the benchmark tables to determine skill status.



Instructional Status Terminology

Progressive or Midpoint
Benchmark Goals:
Developing Skills

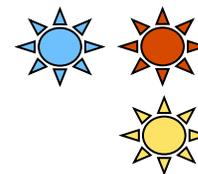
Final Benchmark Goals and
Later:
Goal Skills

Low Risk
Some Risk
At Risk

Established
Emerging
Deficit

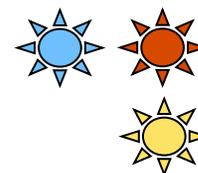


Used for all measures except ORF and LNF



Large group share out

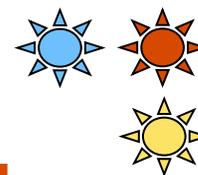
- ▶ What were the strengths of forming instructional groups using this step by step process?
- ▶ What were the challenges of forming instructional groups?



Steps for grouping

- ▶ Prioritize instructional target based on DIBELS/ IDEL goals and timelines.
- ▶ Examine multiple scores
- ▶ Evaluate errors patterns in booklets
- ▶ Create instructionally appropriate small groups
- ▶ **Plan intervention**
- ▶ **Monitor Progress**
- ▶ **Regroup based on student progress**

Progress Monitoring



Spanish Progress Monitoring

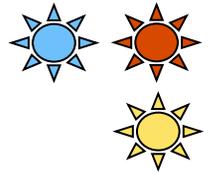
- ▶ IDEL Progress monitoring materials that are currently posted on the web are:

IDEL Fluidez en la Lectura Oral for first, second, and third grade

IDEL FPS is almost completed

IDEL FSF is coming soon!!

Guidelines on Progress Monitoring ELLs



▲ For Phonemic Segmentation Fluency

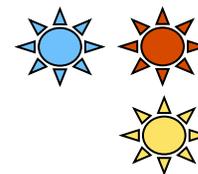
- Progress monitor in English until probes are available in Spanish. Choose one language to progress monitor students on phonemic segmentation fluency.

▲ For Nonsense Word Fluency

- If the alphabetic principle is an instructional focus for that language, then progress monitor students in that language.

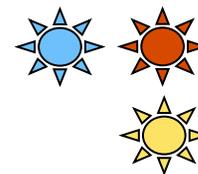
▲ For Oral Reading Fluency

- Progress monitor students in both languages. Consider their nonsense word fluency scores.



Identify Goal and Timeline

- ▲ What is the outcome goal?
 - *What is the next DIBELS/IDEL benchmark for the student's grade level?*
- ▲ What is the present level of performance?
 - *What is the student's current DIBELS/IDEL benchmark scores?*
- ▲ How much growth is needed?
- ▲ How much growth does this require per week?

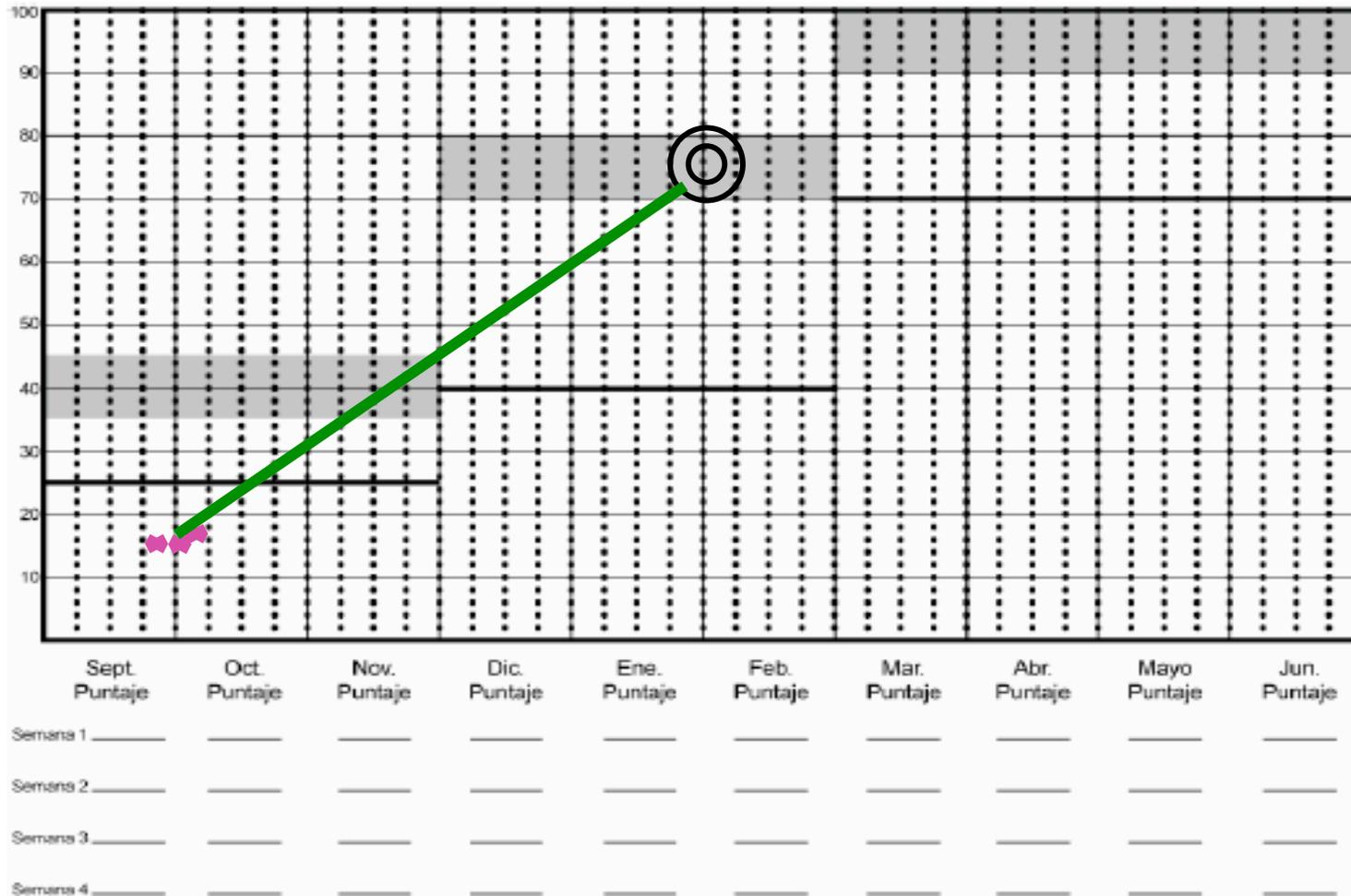
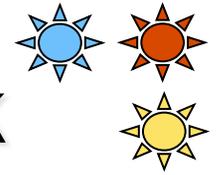


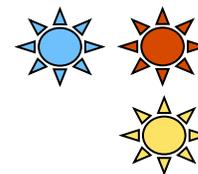
Spanish Goal Setting

Example: Malintzi

- Malintzi 1st grade (Fall)
- What is the outcome goal?
 - The winter benchmark FPS for 1st grade FPS is a minimum of 70 letter-sounds per minute
- What is the present level of performance?
 - 16 letter-sounds, 1st Grade IDEL FPS
- How much growth is needed?
 - 54 letter-sounds by the Winter Benchmark!
- How much growth does this require per week?
 - 54 divided by 14 weeks = 4 letter-sounds per week

Aimline: Ensure Malintzi is on Track to Reach the Goal!





Example #2: Ruby

Ruby: Second Grade (Fall)

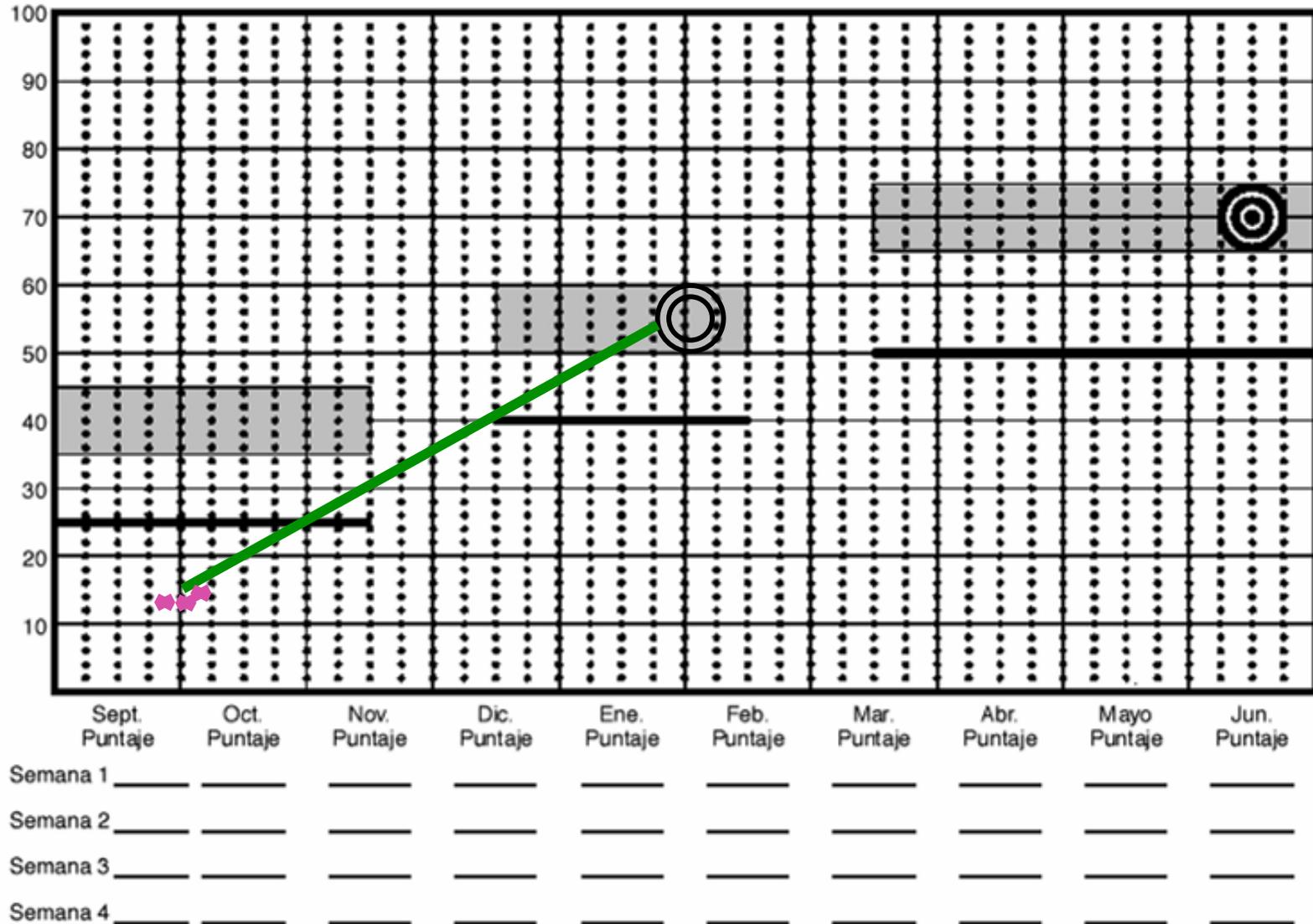
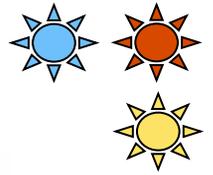
- What is the winter outcome goal?
The winter benchmark for 2nd grade FLO is a minimum of 50 correct words per minute

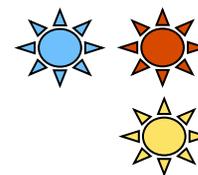
What is the present level of performance?
11 wpm, 2nd Grade IDEL FLO

- How much growth is needed?
39 wpm by the Winter Benchmark!

How much growth does this require per week?
39 divided by 14 weeks = 2.8 words per week

Aimline: Ensure Ruby is on Track to Reach the Goal!

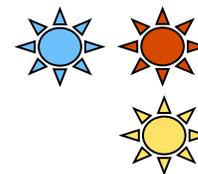




Data Decision Rules

1. If three (3) consecutive data points are above the aimline, student is making adequate progress towards the benchmark goal.

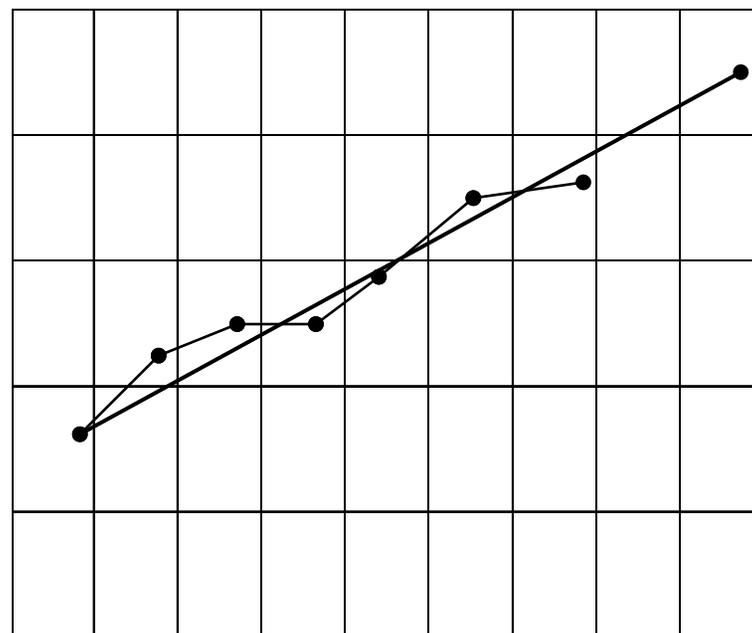


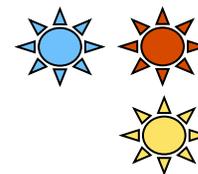


Stay the Course!

Data Decision Rules

2. If the data points align with the aimline, student is making adequate progress towards the benchmark goal.



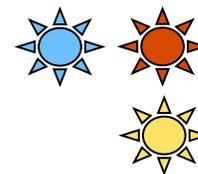


Decisions Rules- Basics “Don’t Wait!”

Data Decision Rules

3. If three (3) consecutive data points are below the aimline, change the intervention.

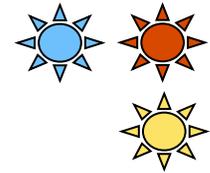




Breakout Activity

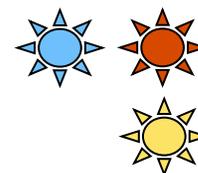
- In groups of three identify a first or second grade student from your building that you want to progress monitor in Spanish. Use the IDEL benchmark goal chart to determine the weekly growth needed to achieve the winter goal.

Alterable Variables Chart



Alterable Components	Specific Adjustments				
<i>Opportunities to Learn (Time/ Concentration of Instruction)</i>	Increase attendance	Provide instruction daily	Increase opportunities to respond	Vary schedule of easy/hard tasks/skills	Add another instructional period (double dose)
<i>Program Efficacy</i>	Preteach components of core program	Use extensions of the core program	Supplement core with appropriate materials	Replace current core program	Implement specially designed program
<i>Program Implementation</i>	Model lesson delivery	Monitor implementation frequently	Provide coaching and ongoing support	Provide additional staff development	Vary program/ lesson schedule
<i>Grouping for Instruction</i>	Check group placement	Reduce group size	Increase teacher-led instruction	Provide individual instruction	Change instructor
<i>Coordination of Instruction</i>	Clarify instructional priorities	Establish concurrent reading periods	Provide complementary reading instruction across periods	Establish communication across instructors	Meet frequently to examine progress

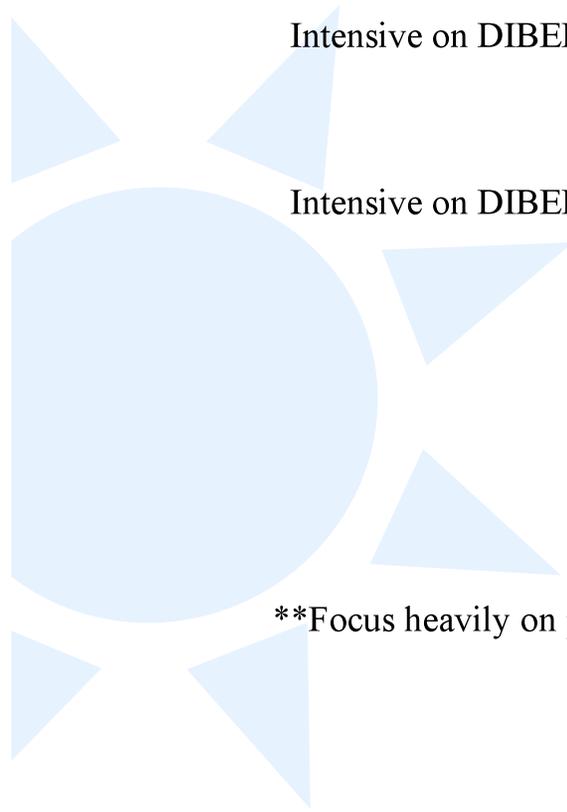
Planning for the 45 minute
English reading instruction,
and 90 minute Spanish
instruction.

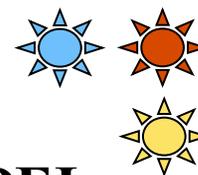


Kinder and First Grade Scenario: Fall scores on DIBELS/IDEL

DIBELS Performance on ISF, LNF, PSF, and NWF	IDEL Performance on FSF, FNL, and FPS	English Reading Instruction
Intensive on DIBELS	Low Risk on IDEL	-Use Core Program
Intensive on DIBELS	Some Risk on IDEL	- Use Core Program - Use of ELL Handbook and Extra-Support Handbook.**
Intensive on DIBELS	At Risk on IDEL	- Increase instructional time and intensity. - Use of Core Program - Use of ELL Handbook and Extra-Support Handbook. - Possible use of a strong intervention program focusing on phonemic awareness and phonics. **

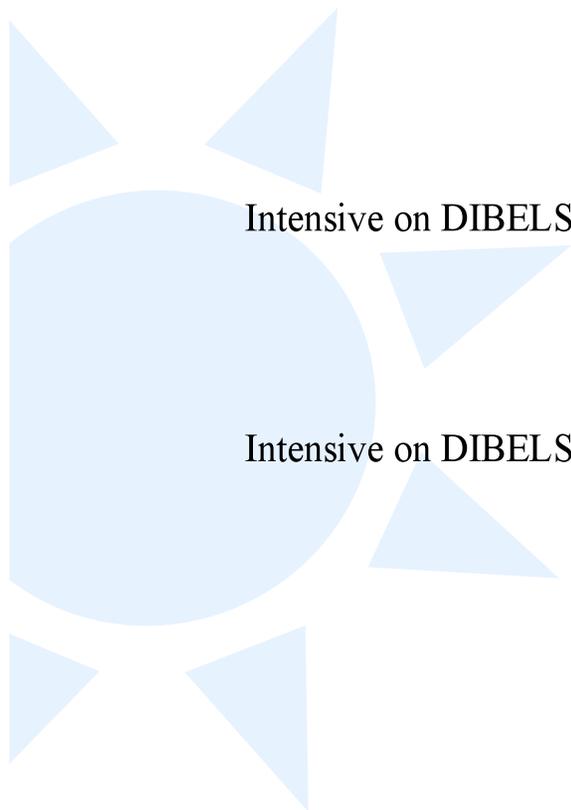
**Focus heavily on phonemic awareness and phonics activities in Lectura.

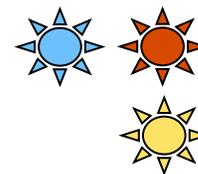




Second and Third Grade Scenario: Fall scores on DIBELS/IDEL

DIBELS Performance on NWF and ORF	IDEL Performance on FPS and FLO	English Reading Instruction
Intensive on DIBELS	Low Risk on IDEL	<ul style="list-style-type: none">- Use Core Program with ELL Handbook and Extra Support Handbook (Strong phonics instruction is critical)
Intensive on DIBELS	Some Risk on IDEL	<ul style="list-style-type: none">- Use Core Program with ELL Handbook and Extra Support Handbook (Strong phonics instruction is critical)
Intensive on DIBELS	At Risk on IDEL	<ul style="list-style-type: none">- Increase instructional time and intensity.- Use Extra Support Handbook- Consider a strong intervention program that emphasizes phonics





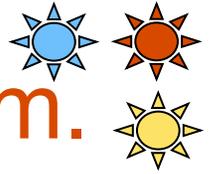
Whole Group Instruction: (Classroom Teacher, 15 minutes, entire class participates)

- Core Program Literature (Teacher Read Alouds and Anthology Selections)

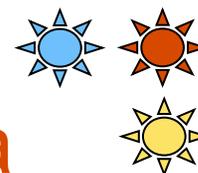
Instructional Small Groups (Classroom Teacher, 30 mins. homogenous groups)

- Core or Intervention on Phonics
- Vocabulary practice from anthology/high frequency words.
- Provide plenty of opportunities for students to practice using vocabulary in context

English: Effectiveness of core program. Additional supplemental/ intervention programs used.



- ▲ In your building teams discuss what activities were included in whole group and small group English instruction for ELLs.
 - How did you prioritize whole group English instruction last year?
 - How did you differentiate small group English instruction last? Summarize instructional plan on chart paper to share out with the group.
 - Were large group activities accessible to the range of learners in the group? What were some ways that the lesson was made more accessible to the students with lower reading skills in English?

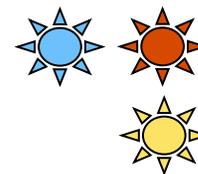


Spanish: Prioritizing activities in Lectura during whole group instruction. Selecting activities for small group instruction.

Activity

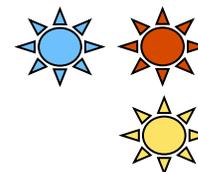
In your building teams discuss what activities were included in whole group and small group Spanish instruction.

- ▶ How did you prioritize for whole group Spanish instruction last year?
- ▶ How did you differentiate for small group Spanish instruction last year? Summarize on chart paper to share out with the group.



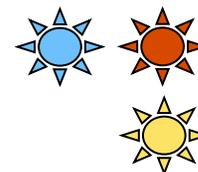
Big Ideas for Kindergarten

- ★ Students will recognize the high-frequency words taught in HMR kindergarten by sight by the end of the year.
- ★ Students will recognize and produce the most common sounds associated with the 26 letters of the alphabet by the end of the year.
- ★ Students will blend Letter sounds in one syllable words at the rate of 25 sounds per minute by the end of the year.



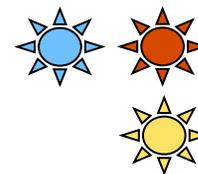
Big Ideas for First Grade

- ★ Students will recognize and produce letter/sound correspondences at the rate of one per second.
- ★ Students will read regular one-syllable words fluently by the end of grade 1.
- ★ Students will read all high-frequency words taught in grades K-1 fluently by the end of grade 1.
- ★ Students will read fluently one word per 2-3 seconds midyear and one word per second by the end of grade 1.
- ★ Students will read 40-60 wcpm by the end of grade 1.



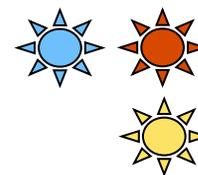
Big Ideas for Grade 2

- ★ Students will demonstrate sound/ spelling knowledge of diphthongs and digraphs by the second month of grade 2.
- ★ Students will use advanced phonic elements to recognize words by the middle of grade 2.
- ★ Students will begin to read multisyllabic words by the middle of grade 2.
- ★ Students will read all high-frequency words taught in grade K-2 fluently by the end of grade 2.
- ★ Students will read fluently 90-100 wcpm in connected text by the end of grade 2.



Big Ideas for Grade 3

- Students will recognize and produce common word parts by the second month of grade 3.
- Students will read regular multisyllabic words by the middle of grade 3.
- Students will read 120 wcpm in connected text by the end of grade 3.



Conclusion

