

Teacher Resource Guide

2-3 Student Center Activities Crosswalk

Introduction

The following crosswalks map the relationships between each Activity, the corresponding DIBELS® Measure(s), and the Florida Sunshine State Standard Benchmark(s). The crosswalks were developed to support teachers in using assessments to drive instruction.

The crosswalks are sorted by:

1. Activity Number and Subcomponent (the previous Florida Grade Level Expectations and the newly adopted Florida Benchmarks are both listed to assist teachers in aligning standards)
2. DIBELS® Measure (sorted from more simple to complex measures: ISF, PSF, NWF, and ORF – LNF does not apply to any of the 2-3 activities)
3. Second Grade Benchmarks
4. Third Grade Benchmarks

Note the asterisk (*) on some of the Phoneme Segmentation Fluency (PSF) and Nonsense Word Fluency (NWF) DIBELS® Measures. This denotes an activity which builds upon the skills measured by DIBELS®. For example, one-to-one correspondences are assessed on the NWF Measure. However, some of the second and third grade activities address variant correspondences. Students who have not mastered the lower level skill of one-to-one correspondences may benefit from working on the higher level skill.

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Crosswalk – Sorted By Activity Number and Subcomponent

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
PA.001	Initial Phoneme Picture Sort	Phoneme Matching	ISF				
PA.002	Match Maker	Phoneme Matching	PSF				
PA.003	Final Phoneme Memory	Phoneme Matching	ISF				
PA.004	Final Phoneme Pyramid	Phoneme Matching	PSF				
PA.005	Final Phoneme Spin	Phoneme Matching	PSF				
PA.006	Medial Phoneme Dominoes	Phoneme Matching	PSF				
PA.007	Medial Match	Phoneme Matching	PSF				
PA.008	Vowel Picture Sort	Phoneme Matching	PSF				
PA.009	Bag-of-Sounds	Phoneme Isolating	ISF				
			PSF				
PA.010	Final Phoneme Find	Phoneme Isolating	PSF				
PA.011	Medial Phoneme Find	Phoneme Isolating	PSF				
PA.012	Phoneme Quest	Phoneme Isolating	ISF				
			PSF				
PA.013	What's My Word?	Phoneme Blending					
PA.014	Phoneme Counting Sort	Phoneme Segmenting	PSF				
PA.015	The Phoneme Game	Phoneme Segmenting	PSF				
PA.016	Phoneme Challenge	Phoneme Segmenting	PSF				
PA.017	Phoneme Split and Say	Phoneme Segmenting and Blending	PSF				
PA.018	Break and Make	Phoneme Segmenting and Blending	PSF				
PA.019	What's Left?	Phoneme Manipulating	PSF*				
PA.020	Final Phoneme Pie	Phoneme Manipulating	PSF*				
PA.021	Make It, Find It, Keep It	Phoneme Manipulating	PSF*				
PA.022	Phoneme Position Sort	Phoneme Manipulating	PSF*				
PA.023	Phoneme Swap	Phoneme Manipulating	PSF*				
PA.024	Word Change	Phoneme Manipulating	PSF*				
PA.025	Sound Changes	Phoneme Manipulating	PSF*				
P001	Letter-Sound Match	Letter-Sound Correspondence	NWF				
P002	Word Blender	Letter-Sound Correspondence	NWF*	L.A.A.1.1.2.2.1	L.A.A.1.2.2.3.1	LA.2.1.4.1	LA.2.1.4.2 LA.2.1.4.3

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
P003	Digraph Roll-A-Word	Letter-Sound Correspondence	NWF*	LA.A.1.1.2.2.1 LA.A.1.1.2.2.2 LA.D.1.1.1.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3	
P004	Digraph Bingo!	Letter-Sound Correspondence	NWF*				
P005	Change My Word	Letter-Sound Correspondence	NWF*	LA.A.1.1.2.2.1 LA.A.1.1.2.2.2 LA.D.1.1.1.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	LA.3.1.4.2
P006	Map-A-Word	Letter-Sound Correspondence	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	LA.3.1.4.3
P007	Word Spinners	Letter-Sound Correspondence	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.3	
P008	Jumping Words	High Frequency Words	ORF			LA.2.1.4.4 LA.2.1.4.5	
P009	Word Concentration	High Frequency Words	ORF			LA.2.1.4.4 LA.2.1.4.5	
P010	Say and Spell	High Frequency Words	ORF			LA.2.1.4.4 LA.2.1.4.5	
P011	Word Crazy	High Frequency Words	ORF			LA.2.1.4.4 LA.2.1.4.5	
P012	Knoll Stroll	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P013	Giraffes, Goats, Cats, and Centipedes	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	LA.3.1.4.3
P014	Roll and Read	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
P015	Short and Long	Variant Correspondences	NWF*	L.A.A.1.1.2.2.1	L.A.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P016	How Many Words?	Variant Correspondences	NWF*	L.A.A.1.1.2.2.1	L.A.A.1.2.2.3.1	LA.2.1.4.1	
P017	Same but Different	Variant Correspondences	NWF*	L.A.A.1.1.2.2.1	L.A.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.4	
P018	Fishing for Vowel Digraphs	Variant Correspondences	NWF*	L.A.A.1.1.2.2.1	L.A.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P019	Vowel Digraph Baseball	Variant Correspondences	NWF*	L.A.A.1.1.2.2.1	L.A.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P020	Spell and Sort	Variant Correspondences	NWF*	L.A.A.1.1.2.2.1	L.A.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P021	Jar Sort	Variant Correspondences	NWF*	L.A.A.1.1.2.2.1	L.A.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P022	Word Stars	Variant Correspondences	NWF*	L.A.A.1.1.2.2.1	L.A.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P023	“R” Caterpillars	Variant Correspondences	NWF*	L.A.A.1.1.2.2.1	L.A.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P024	Diphthong-O	Variant Correspondences	NWF*	L.A.A.1.1.2.2.1	L.A.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2	

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P.024 (continued)	Diphthong-O	Variant Correspondences				LA.2.1.4.3 LA.2.1.4.4	
P.025	Sight and Sound Scout	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P.026	Sounds of Silence	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P.027	Beanstalk Climb	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P.028	Wild Word Dominoes	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P.029	Syllables, Words, and Pictures	Syllable Patterns	ORF			LA.2.1.4.2	LA.3.1.4.3
P.030	Syllable Scoops	Syllable Patterns	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P.031	Syllable Snake	Syllable Patterns	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P.032	Syllable Cut-Ups	Syllable Patterns	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P.033	Map and Swoop	Syllable Patterns	ORF	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P.034	Six-Way Syllable Sort	Syllable Patterns	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P.035	Syllable Trivia	Syllable Patterns	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P.036	Syllable Share	Syllable Patterns	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
P037	Compound Concentration	Morpheme Structures	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P038	Word Plus	Morpheme Structures	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P039	Covering the Bases	Morpheme Structures	ORF	LA.A.1.1.2.2.3		LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.1 LA.3.1.4.3
P040	Parting Words	Morpheme Structures	ORF	LA.A.1.1.2.2.3		LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.7	LA.3.1.4.1 LA.3.1.4.3
P041	Affix Hunt	Morpheme Structures	ORF	LA.A.1.1.2.2.3		LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.1 LA.3.1.4.3
P042	Front or Back	Morpheme Structures	ORF	LA.A.1.1.2.2.3		LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.1 LA.3.1.4.3
P043	Base Word Sort	Morpheme Structures	ORF	LA.A.1.1.2.2.3		LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.1 LA.3.1.4.3
P044	Word Construction	Morpheme Structures	ORF	LA.A.1.1.2.2.3		LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.1 LA.3.1.4.3
F001	Letter-Sound Mix-Up	Letter-Sound Correspondence	NWF				
F002	Digraph and Diphthong Dash	Letter-Sound Correspondence	NWF*			LA.2.1.4.1	
F003	Word Part Race	Word Parts	NWF*	LA.A.1.2.2.1 LA.A.1.2.2.2 LA.D.1.1.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2	LA.3.1.4.2
F004	Syllable Sprint	Word Parts	NWF*			LA.2.1.4.1 LA.2.1.4.2	
F005	Syllable Speed Practice	Word Parts	NWF*			LA.2.1.4.1 LA.2.1.4.2	LA.3.1.4.2
F006	Pick-A-Part	Word Parts	NWF*	LA.A.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2	LA.3.1.4.2
F007	Affix Zip	Word Parts	NWF*	LA.A.1.2.2.3	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2	LA.3.1.4.1
F008	Word Family Zoom	Words	NWF* ORF	LA.A.1.2.2.1 LA.A.1.2.2.2 LA.D.1.1.2.1	LA.A.1.2.2.3.1	LA.2.1.5.1	

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
F009	Pass the Word	Words	ORF			LA.2.1.4.4 LA.2.1.4.5	
F010	Word Sprint	Words	ORF			LA.2.1.4.4 LA.2.1.4.5	
F011	Word Speed Practice	Words	ORF			LA.2.1.4.4 LA.2.1.4.5	
F012	Fluent Phrasing	Phrases	ORF	LA.A.2.1.2.2.2		LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1
F013	Fast Phrases	Phrases	ORF			LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1
F014	Phrase Speed Practice	Phrases	ORF			LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1
F015	Phrase Progression	Phrases	ORF	LA.A.2.1.2.2.2		LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1
F016	Chunk-King	Chunked Text	ORF	LA.A.2.1.2.2.2		LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1
F017	Chunk-A-Lot	Chunked Text	ORF	LA.A.2.1.2.2.2		LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1

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F017 (continued)	Chunk-A-Lot	Chunked Text				LA.2.1.5.1 LA.2.1.5.2	
F018	Chunky Passages	Chunked Text	ORF	LA.A.2.1.2.2.2		LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1
F019	Chunk It!	Chunked Text	ORF	LA.A.2.1.2.2.2		LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1
F020	Listen and Read	Connected Text	ORF	LA.A.2.1.2.2.2		LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F021	Reading Wiz	Connected Text	ORF	LA.A.2.1.2.2.2		LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F022	Two to Read	Connected Text	ORF			LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F023	All Together Now	Connected Text	ORF			LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F024	I Read, You Read	Connected Text	ORF			LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F025	Read and Read Again	Connected Text	ORF			LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F026	Play It Up!	Connected Text	ORF	LA.A.2.1.2.2.2		LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
F027	Copy Cat!	Connected Text	ORF	LA.A.2.1.2.2.2		LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F028	Poetry Reading	Connected Text	ORF	LA.A.2.1.2.2.2		LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F029	Rapid Read	Connected Text	ORF	LA.A.2.1.2.2.2		LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F030	Listen To Me	Connected Text	ORF	LA.A.2.1.2.2.2		LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
V001	Contraction Bingo!	Word Knowledge		LA.A.1.1.3.2.2	LA.A.1.2.3.3.1		
V002	Synonym Dominoes	Word Knowledge		LA.A.1.1.3.2.4	LA.A.1.2.2.3.4	LA.2.1.6.7	LA.3.1.6.8
V003	Opposites Attract	Word Knowledge		LA.A.1.1.3.2.4	LA.A.1.2.2.3.4	LA.2.1.6.7	LA.3.1.6.8
V004	Synonym-Antonym Connections	Word Knowledge		LA.A.1.1.3.2.4	LA.A.1.2.2.3.4	LA.2.1.6.7	LA.3.1.6.8
V005	Abbreviation Match-Up	Word Knowledge				LA.2.1.4.6	
V006	Homophone Hunt	Word Knowledge		LA.A.1.1.3.2.4	LA.A.1.2.2.3.2 LA.A.1.2.2.3.4 LA.A.1.2.3.3.1	LA.2.1.6.7	LA.3.1.6.8
V007	Homograph Hitch	Word Knowledge		LA.A.1.1.3.2.1	LA.A.1.2.2.3.4	LA.2.1.6.7	LA.3.1.6.8
V008	Spin Sort	Word Knowledge		LA.A.1.1.3.2.1	LA.A.1.2.2.3.2 LA.A.1.2.2.3.4	LA.2.1.4.6 LA.2.1.6.7	LA.3.1.6.8
V009	Compound Word Trivia	Morphemic Elements		LA.A.1.1.3.2.2	LA.A.1.2.3.3.1		
V010	Affix Match	Morphemic Elements		LA.A.1.1.2.2.3	LA.A.1.2.2.3.4 LA.A.1.2.3.3.1	LA.2.1.6.6	LA.3.1.6.7
V011	Affix Action	Morphemic Elements		LA.A.1.1.2.2.3	LA.A.1.2.2.3.4 LA.A.1.2.3.3.1	LA.2.1.6.6	LA.3.1.6.7
V012	Build-A-Word	Morphemic Elements		LA.A.1.1.2.2.3	LA.A.1.2.2.3.4 LA.A.1.2.3.3.1	LA.2.1.6.6	LA.3.1.6.7
V013	Sentence Match	Morphemic Elements		LA.A.1.1.2.2.3	LA.A.1.2.2.3.4 LA.A.1.2.3.3.1	LA.2.1.6.6	LA.3.1.6.7

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V014	Root-A-Word	Morphemic Elements		LA.A.1.1.3.2.2 LA.A.1.1.3.2.3	LA.A.1.2.2.3.4 LA.A.1.2.3.3.1	LA.2.1.6.6	LA.3.1.6.7
V015	Word Wise	Word Meaning		LA.A.1.1.3.2.5	LA.A.1.2.3.3.2 LA.A.1.2.3.3.3	LA.2.1.6.2 LA.2.1.6.3	LA.3.1.6.2 LA.3.1.6.3
V016	Oh My Word!	Word Meaning		LA.A.1.1.3.2.5 LA.A.1.1.3.2.6	LA.A.1.2.3.3.3 LA.A.2.2.8.3.1	LA.2.1.6.1 LA.2.1.6.3 LA.2.1.6.5 LA.2.1.6.9	LA.3.1.6.1 LA.3.1.6.3 LA.3.1.6.5 LA.3.1.6.10
V017	Word Wrap	Word Meaning		LA.A.1.1.3.2.5 LA.A.1.1.3.2.6 LA.A.2.1.5.2.1	LA.A.1.2.3.3.3 LA.A.2.2.8.3.1	LA.2.1.6.1 LA.2.1.6.3 LA.2.1.6.5 LA.2.1.6.9	LA.3.1.6.1 LA.3.1.6.3 LA.3.1.6.5 LA.3.1.6.10
V018	Inside Information	Word Meaning		LA.A.1.1.3.2.5 LA.A.1.1.3.2.6 LA.A.2.1.5.2.1	LA.A.1.2.3.3.3 LA.A.2.2.8.3.1	LA.2.1.6.1 LA.2.1.6.3 LA.2.1.6.4 LA.2.1.6.9	LA.3.1.6.1 LA.3.1.6.3 LA.3.1.6.4 LA.3.1.6.6 LA.3.1.6.10
V019	Word Web	Word Meaning		LA.A.1.1.3.2.1 LA.A.1.1.3.2.5 LA.A.1.1.3.2.6 LA.A.2.1.5.2.1	LA.A.1.2.2.3.4 LA.A.1.2.3.3.3 LA.A.2.2.8.3.1	LA.2.1.6.1 LA.2.1.6.3 LA.2.1.6.4 LA.2.1.6.5 LA.2.1.6.8 LA.2.1.6.9	LA.3.1.6.1 LA.3.1.6.3 LA.3.1.6.4 LA.3.1.6.5 LA.3.1.6.9 LA.3.1.6.10
V020	Extreme Words	Word Analysis		LA.A.1.1.3.2.4	LA.A.1.2.2.3.4	LA.2.1.6.1	LA.3.1.6.1
V021	Word Wake-Up	Word Analysis		LA.A.1.1.3.2.4	LA.A.1.2.2.3.4	LA.2.1.6.1 LA.2.1.6.4 LA.2.1.6.5 LA.2.1.6.7	LA.3.1.6.1 LA.3.1.6.4 LA.3.1.6.5 LA.3.1.6.8
V022	Category Cube	Word Analysis				LA.2.1.6.1 LA.2.1.6.4 LA.2.1.6.5 LA.2.1.6.7	LA.3.1.6.1 LA.3.1.6.4 LA.3.1.6.5 LA.3.1.6.8
V023	Category Sort	Word Analysis			LA.A.1.2.3.3.2	LA.2.1.6.1 LA.2.1.6.4	LA.3.1.6.1 LA.3.1.6.4

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V.023 (continued)	Category Sort	Word Analysis				LA.2.1.6.5 LA.2.1.6.7	LA.3.1.6.5 LA.3.1.6.8
V.024	Meaning Map	Word Analysis		LA.A.1.1.3.2.6 LA.A.2.1.5.2.1	LA.A.1.2.3.3.3 LA.A.2.2.8.3.1	LA.2.1.6.1 LA.2.1.6.3 LA.2.1.6.5 LA.2.1.6.9	LA.3.1.6.1 LA.3.1.6.3 LA.3.1.6.5 LA.3.1.6.10
V.025	Concept Connection	Word Analysis			LA.A.1.2.3.3.2	LA.2.1.6.1 LA.2.1.6.4 LA.2.1.6.7	LA.3.1.6.1 LA.3.1.6.4 LA.3.1.6.8
V.026	Alike and Different	Word Analysis			LA.A.1.2.3.3.2	LA.2.1.6.1	LA.3.1.6.1
V.027	Attribute Analysis	Word Analysis			LA.A.1.2.3.3.2	LA.2.1.6.1	LA.3.1.6.1
V.028	Analogy Basketball	Word Analysis			LA.A.1.2.3.3.2	LA.2.1.6.1 LA.2.1.6.5	LA.3.1.6.1 LA.3.1.6.5
V.029	Analogy Action	Word Analysis			LA.A.1.2.3.3.2	LA.2.1.6.1 LA.2.1.6.5	LA.3.1.6.1 LA.3.1.6.5
V.030	Word Filler	Words in Context				LA.2.1.6.1 LA.2.1.6.3	LA.3.1.6.1 LA.3.1.6.3
V.031	What-A-Word	Words in Context		LA.A.1.1.2.2.6	LA.A.1.2.2.3.2	LA.2.1.6.1 LA.2.1.6.3	LA.3.1.6.1 LA.3.1.6.3
V.032	Multiple Meaning Match	Words in Context		LA.A.1.1.2.2.6 LA.A.1.1.3.2.1	LA.A.1.2.2.3.4	LA.2.1.6.1 LA.2.1.6.3 LA.2.1.6.8	LA.3.1.6.1 LA.3.1.6.3 LA.3.1.6.9
V.033	Meaning Exchange	Words in Context		LA.A.1.1.3.2.4	LA.A.1.2.2.3.2 LA.A.1.2.2.3.4	LA.2.1.6.1 LA.2.1.6.3 LA.2.1.6.7	LA.3.1.6.1 LA.3.1.6.3 LA.3.1.6.8
V.034	Word Express	Words in Context				LA.2.1.6.1 LA.2.1.6.3 LA.2.1.6.7	LA.3.1.6.1 LA.3.1.6.3 LA.3.1.6.8
V.035	Meaning Maker	Words in Context		LA.A.1.1.3.2.5 LA.A.1.1.3.2.6 LA.D.2.1.1.2.1	LA.A.2.2.8.3.1	LA.2.1.6.1 LA.2.1.6.3 LA.2.1.6.7	LA.3.1.6.1 LA.3.1.6.3 LA.3.1.6.8 LA.3.1.6.10
V.036	Word Why	Words in Context			LA.A.1.2.3.3.2	LA.2.1.6.1 LA.2.1.6.9	LA.3.1.6.1 LA.3.1.6.10

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V037	Ask-Explain-List	Words in Context			LA.A.1.2.3.3.2 LA.A.1.2.3.3.3 LA.A.2.2.8.3.1	LA.2.1.6.1 LA.2.1.6.9	LA.3.1.6.1 LA.3.1.6.10
C.001	Character Characteristics	Narrative Text Structure		LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.2 LA.A.2.1.1.2.3 LA.E.1.1.2.2.1	LA.A.1.2.1.3.1 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.3	LA.2.1.7.8 LA.2.2.1.2	LA.3.1.7.8 LA.3.2.1.2
C.002	Compare-A-Character	Narrative Text Structure		LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.2 LA.A.2.1.1.2.3 LA.E.1.1.2.2.1	LA.A.1.2.1.3.1 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.3.3.1	LA.2.1.7.7 LA.2.1.7.8 LA.2.2.1.2	LA.3.1.7.8 LA.3.2.1.2
C.003	Story Line-Up	Narrative Text Structure		LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.3 LA.E.1.1.2.2.1	LA.A.2.2.1.3.1 LA.A.2.2.5.3.1	LA.2.1.7.3 LA.2.2.1.2	LA.3.1.7.3 LA.3.2.1.2
C.004	Story Book	Narrative Text Structure		LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.2 LA.A.2.1.1.2.3 LA.E.1.1.2.2.1	LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.1	LA.2.1.7.3 LA.2.1.7.8 LA.2.2.1.2	LA.3.1.7.3 LA.3.1.7.8 LA.3.2.1.2
C.005	Story Element Sort	Narrative Text Structure		LA.E.1.1.2.2.1	LA.E.1.2.2.3.2	LA.2.1.7.3 LA.2.2.1.2	LA.3.1.7.3 LA.3.2.1.2
C.006	Story Element Web	Narrative Text Structure		LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.2 LA.A.2.1.1.2.3 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1	LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.1 LA.E.1.2.2.3.2 LA.E.2.2.4.3.1	LA.2.1.7.3 LA.2.1.7.8 LA.2.2.1.2	LA.3.1.7.3 LA.3.1.7.8 LA.3.2.1.2

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
C.007	Story Grammar Yammer	Narrative Text Structure		LA.A.1.1.2.2.4	LA.A.1.2.4.3.1	LA.2.1.7.3	LA.3.1.7.3
				LA.A.1.1.4.2.1	LA.A.2.2.1.3.1	LA.2.1.7.8	LA.3.1.7.8
				LA.A.2.1.1.2.1	LA.A.2.2.5.3.1	LA.2.2.1.2	LA.3.2.1.2
				LA.A.2.1.1.2.2	LA.E.1.2.2.3.1		
				LA.A.2.1.1.2.3	LA.E.1.2.2.3.2		
C.008	Retell Ring	Narrative Text Structure		LA.A.2.1.4.2.1	LA.E.2.2.4.3.1		
				LA.E.1.1.2.2.1	LA.A.1.2.4.3.1	LA.2.1.7.3	LA.3.1.7.3
				LA.A.1.1.2.2.4	LA.A.2.2.1.3.1	LA.2.1.7.8	LA.3.1.7.8
				LA.A.1.1.4.2.1	LA.A.2.2.5.3.1	LA.2.2.1.2	LA.3.2.1.2
				LA.A.2.1.1.2.1	LA.E.1.2.2.3.1		
C.009	Retell-A-Story	Narrative Text Structure		LA.A.2.1.1.2.2	LA.E.1.2.2.3.1		
				LA.A.2.1.1.2.3	LA.E.1.2.2.3.2		
				LA.A.2.1.4.2.1	LA.E.2.2.4.3.1		
				LA.E.1.1.2.2.1	LA.A.1.2.4.3.1	LA.2.1.7.3	LA.3.1.7.3
				LA.A.1.1.2.2.4	LA.A.2.2.1.3.1	LA.2.1.7.8	LA.3.1.7.8
C.010	Compare-A-Story	Narrative Text Structure		LA.A.2.1.1.2.1	LA.A.2.2.5.3.1	LA.2.2.1.2	LA.3.2.1.2
				LA.A.2.1.1.2.2	LA.E.1.2.2.3.1		
				LA.A.2.1.1.2.4	LA.E.1.2.2.3.3		
				LA.A.2.1.4.2.1	LA.E.1.2.3.3.1		
				LA.E.1.1.2.2.1	LA.E.1.2.3.3.2		
C.011	Book Look	Expository Text Structure		LA.A.1.1.3.2.6	LA.E.1.2.3.3.3	LA.2.1.7.1	LA.3.1.7.1
				LA.A.2.1.5.2.1	LA.E.2.2.4.3.1	LA.2.2.2.1	LA.3.2.2.1
				LA.A.2.1.5.2.3	LA.A.1.2.1.3.1		
				LA.E.1.1.2.2.1	LA.A.2.2.8.3.1		

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C.012	Just the Facts	Expository Text Structure		LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.3.2.1 LA.E.1.1.2.2.1	LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.5.3.1 LA.A.2.2.6.3.1 LA.D.2.2.5.3.1	LA.2.1.7.1 LA.2.1.7.3	LA.3.1.7.1 LA.3.1.7.3 LA.3.2.2.3
C.013	Keys to the Main Idea	Expository Text Structure		LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.2 LA.A.2.1.3.2.1 LA.E.1.1.2.2.1	LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.2.2.4.3.2	LA.2.1.7.1 LA.2.1.7.3	LA.3.1.7.1 LA.3.1.7.3 LA.3.2.2.3
C.014	Expository Exploration	Expository Text Structure		LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.2 LA.A.2.1.3.2.1 LA.E.1.1.2.2.1	LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.2.2.4.3.2	LA.2.1.7.1 LA.2.1.7.3	LA.3.1.7.1 LA.3.1.7.3 LA.3.2.2.3
C.015	Main Idea Highlights	Expository Text Structure		LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.2 LA.A.2.1.3.2.1 LA.E.1.1.2.2.1	LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.2.2.4.3.2	LA.2.1.7.1 LA.2.1.7.3	LA.3.1.7.1 LA.3.1.7.3
C.016	Classic Classifying	Expository Text Structure		LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.3.2.1	LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.5.3.1 LA.E.2.2.4.3.2	LA.2.1.6.4	LA.3.1.6.4 LA.3.2.2.3
C.017	Reading the Research	Expository Text Structure		LA.A.1.1.3.2.6 LA.A.2.1.1.2.2 LA.A.2.1.5.2.1 LA.A.2.1.5.2.3 LA.E.1.1.2.2.1	LA.A.1.2.1.3.1 LA.A.1.2.2.3.5 LA.A.2.2.5.3.1 LA.A.2.2.8.3.1	LA.2.2.2.2 LA.2.2.2.3 LA.2.6.2.2	LA.3.2.2.2 LA.3.2.2.4 LA.3.6.2.2
C.018	Fiction and Nonfiction Review	Text Analysis		LA.A.1.1.2.2.4 LA.A.2.1.1.2.3.	LA.A.1.2.1.3.1	LA.2.2.2.3	LA.3.2.2.4

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C.018 (continued)	Fiction and Nonfiction Review	Text Analysis		LA.A.2.1.3.2.1			
				LA.E.1.1.2.1.1			
C.019	Fact or Opinion Football	Text Analysis			LA.A.2.2.6.3.1		
C.020	Cause and Effect Match	Text Analysis				LA.2.1.7.4	LA.3.1.7.4
C.021	Compare and Contrast	Text Analysis		LA.A.1.1.3.2.6	LA.A.2.2.6.3.1	LA.2.6.2.2	LA.3.6.2.2
				LA.A.2.1.5.2.1	LA.A.2.2.8.3.1		
C.022	Incredible Inferences	Text Analysis					LA.3.1.7.3
C.023	Persuade, Inform, and Entertain Sort	Text Analysis			LA.A.2.2.2.3.1	LA.2.1.7.2	LA.3.1.7.2
C.024	Background Knowledge Warm-Up	Monitoring for Understanding			LA.A.2.2.3.3.1		
C.025	Anticipation Sort	Monitoring for Understanding				LA.2.1.7.8	LA.3.1.7.8
C.026	Precise Predictions	Monitoring for Understanding		LA.A.1.1.1.2.1	LA.A.1.2.1.3.1	LA.2.1.7.1	LA.3.1.7.1
				LA.A.1.1.2.2.4	LA.A.1.2.1.3.2	LA.2.1.7.8	LA.3.1.7.8
				LA.A.1.1.4.2.1	LA.A.1.2.2.3.3		
				LA.A.2.1.1.2.1	LA.A.1.2.2.3.5		
				LA.A.2.1.1.2.2	LA.A.1.2.4.3.1		
				LA.A.2.1.1.2.3	LA.A.2.2.1.3.1		
				LA.E.1.1.2.2.1	LA.A.2.2.5.3.1		
	LA.E.1.2.2.3.3						
C.027	Read and Ask	Monitoring for Understanding		LA.A.1.1.2.2.4	LA.A.1.2.2.3.5	LA.2.1.7.1	LA.3.1.7.1
				LA.A.1.1.4.2.1	LA.A.1.2.4.3.1	LA.2.1.7.3	LA.3.1.7.3
				LA.A.2.1.1.2.1	LA.A.2.2.1.3.1	LA.2.1.7.8	LA.3.1.7.8
				LA.A.2.1.1.2.2	LA.A.2.2.5.3.1		
				LA.A.2.1.1.2.3	LA.E.1.2.2.3.2		
				LA.A.2.1.3.2.1	LA.E.1.2.2.3.3		
	LA.A.2.1.4.2.1	LA.E.2.2.3.3.1					
	LA.E.1.1.2.2.1						
	LA.E.2.1.1.2.1						
C.028	Question Quest	Monitoring for Understanding		LA.A.1.1.2.2.4	LA.A.1.2.2.3.5	LA.2.1.7.1	LA.3.1.7.1
				LA.A.1.1.4.2.1	LA.A.1.2.4.3.1	LA.2.1.7.3	LA.3.1.7.3
				LA.A.2.1.1.2.1	LA.A.2.2.1.3.1	LA.2.1.7.8	LA.3.1.7.8
				LA.A.2.1.1.2.2	LA.A.2.2.5.3.1		
				LA.A.2.1.1.2.3	LA.E.1.2.2.3.3		

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C.028 (continued)	Question Quest	Monitoring for Understanding		LA.A.2.1.3.2.1	LA.E.1.2.2.3.3		
				LA.E.1.1.2.2.1	LA.E.2.2.3.3.1		
				LA.E.2.1.1.2.1			
C.029	Ask and Answer	Monitoring for Understanding		LA.A.1.1.2.2.4	LA.A.1.2.2.3.5	LA.2.1.7.1	LA.3.1.7.1
				LA.A.1.1.4.2.1	LA.A.1.2.4.3.1	LA.2.1.7.3	LA.3.1.7.3
				LA.A.2.1.1.2.1	LA.A.2.2.1.3.1	LA.2.1.7.8	LA.3.1.7.8
				LA.A.2.1.1.2.2	LA.A.2.2.5.3.1		
				LA.A.2.1.1.2.3	LA.E.1.2.2.3.2		
				LA.A.2.1.3.2.1	LA.E.1.2.2.3.3		
C.030	Simple Summary	Monitoring for Understanding		LA.E.1.1.2.2.1	LA.E.2.2.3.3.1		
				LA.A.1.1.2.2.4	LA.A.1.2.2.3.5	LA.2.1.7.1	LA.3.1.7.1
				LA.A.1.1.4.2.1	LA.A.1.2.4.3.1	LA.2.1.7.3	LA.3.1.7.3
				LA.A.2.1.1.2.1	LA.A.2.2.1.3.1	LA.2.1.7.8	LA.3.1.7.8
				LA.A.2.1.3.2.1	LA.A.2.2.5.3.1		
				LA.E.1.1.2.2.1			
C.031	Sum Summary!	Monitoring for Understanding		LA.A.1.1.2.2.4	LA.A.1.2.2.3.5	LA.2.1.7.1	LA.3.1.7.1
				LA.A.1.1.4.2.1	LA.A.1.2.4.3.1	LA.2.1.7.3	LA.3.1.7.3
				LA.A.2.1.1.2.1	LA.A.2.2.1.3.1	LA.2.1.7.8	LA.3.1.7.8
				LA.A.2.1.3.2.1	LA.A.2.2.5.3.1		
				LA.E.1.1.2.2.1			
				LA.A.1.1.2.1	LA.A.1.2.1.3.1	LA.2.1.7.1	LA.3.1.7.1
C.032	Strategic Strategies	Monitoring for Understanding		LA.A.1.1.2.2.4	LA.A.1.2.2.3.3	LA.2.1.7.3	LA.3.1.7.3
				LA.A.1.1.4.2.1	LA.A.1.2.2.3.5	LA.2.1.7.8	LA.3.1.7.8
				LA.A.2.1.1.2.1	LA.A.1.2.4.3.1		
				LA.A.2.1.1.2.3	LA.A.2.2.1.3.1		
				LA.A.2.1.3.2.1	LA.A.2.2.5.3.1		
				LA.A.2.1.4.2.1			
C.033	Reading Repair	Monitoring for Understanding		LA.E.1.1.2.2.1	LA.A.1.2.1.3.1	LA.2.1.7.1	LA.3.1.7.1
				LA.A.1.1.2.1	LA.A.1.2.1.3.1	LA.2.1.7.1	LA.3.1.7.1
				LA.A.1.1.2.2.4	LA.A.1.2.1.3.2	LA.2.1.7.3	LA.3.1.7.3
				LA.A.1.1.4.2.1	LA.A.1.2.2.3.3	LA.2.1.7.8	LA.3.1.7.8
				LA.A.2.1.1.2.1	LA.A.1.2.4.3.1		
				LA.A.2.1.1.2.1			

Teacher Resource Guide

Crosswalk – Sorted By Activity Number and Subcomponent

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
C.033 (continued)	Reading Repair	Monitoring for Understanding		LA.E.1.1.2.2.1	LA.A.2.2.1.3.1 LA.A.2.2.5.3.1		
C.034	Show-U-Know	Monitoring for Understanding		LA.A.1.1.1.2.1 LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.E.1.1.2.2.1	LA.A.1.2.1.3.1 LA.A.1.2.1.3.2 LA.A.1.2.2.3.3 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1	LA.2.1.7.1 LA.2.1.7.3 LA.2.1.7.8	LA.3.1.7.1 LA.3.1.7.3 LA.3.1.7.8

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Crosswalk – Sorted By DIBELS® Measure

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
PA.001	Initial Phoneme Picture Sort	Phoneme Matching	ISF (also PSF)				
PA.002	Match Maker	Phoneme Matching	ISF (also PSF)				
PA.009	Bag-of-Sounds	Phoneme Isolating	ISF (also PSF)				
PA.012	Phoneme Quest	Phoneme Isolating	ISF (also PSF)				
PA.001	Initial Phoneme Picture Sort	Phoneme Matching	PSF (also ISF)				
PA.002	Match Maker	Phoneme Matching	PSF (also ISF)				
PA.003	Final Phoneme Memory	Phoneme Matching	PSF				
PA.004	Final Phoneme Pyramid	Phoneme Matching	PSF				
PA.005	Final Phoneme Spin	Phoneme Matching	PSF				
PA.006	Medial Phoneme Dominoes	Phoneme Matching	PSF				
PA.007	Medial Match	Phoneme Matching	PSF				
PA.008	Vowel Picture Sort	Phoneme Matching	PSF				
PA.009	Bag-of-Sounds	Phoneme Isolating	PSF (also ISF)				
PA.010	Final Phoneme Find	Phoneme Isolating	PSF				
PA.011	Medial Phoneme Find	Phoneme Isolating	PSF				
PA.012	Phoneme Quest	Phoneme Isolating	PSF (also ISF)				
PA.014	Phoneme Counting Sort	Phoneme Segmenting	PSF				
PA.015	The Phoneme Game	Phoneme Segmenting	PSF				
PA.016	Phoneme Challenge	Phoneme Segmenting	PSF				
PA.017	Phoneme Split and Say	Phoneme Segmenting and Blending	PSF				
PA.018	Break and Make	Phoneme Segmenting and Blending	PSF				
PA.019	What's Left?	Phoneme Manipulating	PSF*				
PA.020	Final Phoneme Pie	Phoneme Manipulating	PSF*				
PA.021	Make It, Find It, Keep It	Phoneme Manipulating	PSF*				
PA.022	Phoneme Position Sort	Phoneme Manipulating	PSF*				

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Crosswalk – Sorted By DIBELS® Measure

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
PA.023	Phoneme Swap	Phoneme Manipulating	PSF*				
PA.024	Word Change	Phoneme Manipulating	PSF*				
PA.025	Sound Changes	Phoneme Manipulating	PSF*				
P001	Letter-Sound Match	Letter-Sound Correspondence	NWF				
F001	Letter-Sound Mix-Up	Letter-Sound Correspondence	NWF				
P.002	Word Blender	Letter-Sound Correspondence	NWF*	LA.A.1.1.2.2.1 LA.A.1.1.2.2.2 LA.D.1.1.1.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3	
P.003	Digraph Roll-A-Word	Letter-Sound Correspondence	NWF*	LA.A.1.1.2.2.1 LA.A.1.1.2.2.2 LA.D.1.1.1.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P.004	Digraph Bingo!	Letter-Sound Correspondence	NWF*				
P.005	Change My Word	Letter-Sound Correspondence	NWF*	LA.A.1.1.2.2.1 LA.A.1.1.2.2.2 LA.D.1.1.1.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	LA.3.1.4.2
P.006	Map-A-Word	Letter-Sound Correspondence	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	LA.3.1.4.3
P.007	Word Spinners	Letter-Sound Correspondence	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.3	
P.012	Knoll Stroll	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P.013	Giraffes, Goats, Cats, and Centipedes	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	LA.3.1.4.3
P.014	Roll and Read	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	

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Crosswalk – Sorted By DIBELS® Measure

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
P015	Short and Long	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P016	How Many Words?	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1	
P017	Same but Different	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.4	
P018	Fishing for Vowel Digraphs	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P019	Vowel Digraph Baseball	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P020	Spell and Sort	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P021	Jar Sort	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P022	Word Stars	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P023	“R” Caterpillars	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	

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Crosswalk – Sorted By DIBELS® Measure

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
P024	Diphthong-O	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P025	Sight and Sound Scout	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P026	Sounds of Silence	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P027	Beanstalk Climb	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
P028	WildWord Dominoes	Variant Correspondences	NWF*	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.4	
F002	Digraph and Diphthong Dash	Letter-Sound Correspondence	NWF*			LA.2.1.4.1	
F003	Word Part Race	Word Parts	NWF* LA.A.1.1.2.2.2 LA.D.1.1.1.2.1	LA.A.1.1.2.2.1 LA.A.1.1.2.2.2	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2	LA.3.1.4.2
F004	Syllable Sprint	Word Parts	NWF* (also ORF)			LA.2.1.4.1 LA.2.1.4.2	
F005	Syllable Speed Practice	Word Parts	NWF* (also ORF)			LA.2.1.4.1 LA.2.1.4.2	LA.3.1.4.2
F006	Pick-A-Part	Word Parts	NWF* (also ORF)	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2	LA.3.1.4.2
F007	Affix Zip	Word Parts	NWF* (also ORF)	LA.A.1.1.2.2.3	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2	LA.3.1.4.1

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
F008	Word Family Zoom	Words	NWF* (also ORF)	LA.A.1.1.2.2.1 LA.A.1.1.2.2.2 LA.D.1.1.1.2.1	LA.A.1.2.2.3.1	LA.2.1.5.1	
P008	Jumping Words	High Frequency Words	ORF			LA.2.1.4.4 LA.2.1.4.5	
P009	Word Concentration	High Frequency Words	ORF			LA.2.1.4.4 LA.2.1.4.5	
P010	Say and Spell	High Frequency Words	ORF			LA.2.1.4.4 LA.2.1.4.5	
P011	Word Crazy	High Frequency Words	ORF			LA.2.1.4.4 LA.2.1.4.5	
P029	Syllables, Words, and Pictures	Syllable Patterns	ORF			LA.2.1.4.2	LA.3.1.4.3
P030	Syllable Scoops	Syllable Patterns	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P031	Syllable Snake	Syllable Patterns	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P032	Syllable Cut-Ups	Syllable Patterns	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P033	Map and Swoop	Syllable Patterns	ORF	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P034	Six-Way Syllable Sort	Syllable Patterns	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P035	Syllable Trivia	Syllable Patterns	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P036	Syllable Share	Syllable Patterns	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P037	Compound Concentration	Morpheme Structures	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P038	Word Plus	Morpheme Structures	ORF			LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.3
P039	Covering the Bases	Morpheme Structures	ORF	LA.A.1.1.2.2.3		LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.1 LA.3.1.4.3

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Crosswalk – Sorted By DIBELS® Measure

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
P040	Parting Words	Morpheme Structures	ORF	LA.A.1.1.2.2.3		LA.2.1.4.2 LA.2.1.4.3 LA.2.1.4.7	LA.3.1.4.1 LA.3.1.4.3
P041	Affix Hunt	Morpheme Structures	ORF	LA.A.1.1.2.2.3		LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.1 LA.3.1.4.3
P042	Front or Back	Morpheme Structures	ORF	LA.A.1.1.2.2.3		LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.1 LA.3.1.4.3
P043	Base Word Sort	Morpheme Structures	ORF	LA.A.1.1.2.2.3		LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.1 LA.3.1.4.3
P044	Word Construction	Morpheme Structures	ORF	LA.A.1.1.2.2.3		LA.2.1.4.2 LA.2.1.4.3	LA.3.1.4.1 LA.3.1.4.3
F004	Syllable Sprint	Word Parts	ORF (also NWF*)			LA.2.1.4.1 LA.2.1.4.2	
F005	Syllable Speed Practice	Word Parts	ORF (also NWF*)			LA.2.1.4.1 LA.2.1.4.2	LA.3.1.4.2
F006	Pick-A-Part	Word Parts	ORF (also NWF*)	LA.A.1.1.2.2.1	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2	LA.3.1.4.2
F007	Affix Zip	Word Parts	ORF (also NWF*)	LA.A.1.1.2.2.3	LA.A.1.2.2.3.1	LA.2.1.4.1 LA.2.1.4.2	LA.3.1.4.1
F008	Word Family Zoom	Words	ORF (also NWF*)	LA.A.1.1.2.2.1 LA.A.1.1.2.2.2 LA.D.1.1.1.2.1		LA.2.1.4.4 LA.2.1.4.5	
F009	Pass the Word	Words	ORF			LA.2.1.4.4 LA.2.1.4.5	
F010	Word Sprint	Words	ORF			LA.2.1.4.4 LA.2.1.4.5	
F011	Word Speed Practice	Words	ORF			LA.2.1.4.4 LA.2.1.4.5	
F012	Fluent Phrasing	Phrases	ORF	LA.A.2.1.2.2.2		LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1

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Crosswalk – Sorted By DIBELS® Measure

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
F013	Fast Phrases	Phrases	ORF			LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1
F014	Phrase Speed Practice	Phrases	ORF			LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1
F015	Phrase Progression	Phrases	ORF	LA.A.2.1.2.2.2		LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1
F016	Chunk-King	Chunked Text	ORF	LA.A.2.1.2.2.2		LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1
F017	Chunk-A-Lot	Chunked Text	ORF	LA.A.2.1.2.2.2		LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1
F018	Chunky Passages	Chunked Text	ORF	LA.A.2.1.2.2.2		LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
F019	Chunk It!	Chunked Text	ORF	LA.A.2.1.2.2.2		LA.2.1.4.3 LA.2.1.4.4 LA.2.1.4.5 LA.2.1.5.1 LA.2.1.5.2	LA.3.1.4.3 LA.3.1.5.1
F020	Listen and Read	Connected Text	ORF	LA.A.2.1.2.2.2		LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F021	Reading Wiz	Connected Text	ORF	LA.A.2.1.2.2.2		LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F022	Two to Read	Connected Text	ORF			LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F023	All Together Now	Connected Text	ORF			LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F024	I Read, You Read	Connected Text	ORF			LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F025	Read and Read Again	Connected Text	ORF			LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F026	Play It Up!	Connected Text	ORF	LA.A.2.1.2.2.2		LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F027	Copy Cat!	Connected Text	ORF	LA.A.2.1.2.2.2		LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F028	Poetry Reading	Connected Text	ORF	LA.A.2.1.2.2.2		LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Old Second Grade GLE	Old Third Grade GLE	New Second Grade Benchmark	New Third Grade Benchmark
F029	Rapid Read	Connected Text	ORF	LA.A.2.1.2.2.2		LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2
F030	Listen To Me	Connected Text	ORF	LA.A.2.1.2.2.2		LA.2.1.5.1 LA.2.1.5.2 LA.2.1.5.3	LA.3.1.5.1 LA.3.1.5.2

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Crosswalk – Sorted By Second Grade Benchmark

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Second Grade Benchmark
P002	Word Blender	Letter-Sound Correspondence	NWF*	LA.2.1.4.1
P003	Digraph Roll-A-Word	Letter-Sound Correspondence	NWF*	LA.2.1.4.1
P005	Change My Word	Letter-Sound Correspondence	NWF*	LA.2.1.4.1
P006	Map-A-Word	Letter-Sound Correspondence	NWF*	LA.2.1.4.1
P012	Knoll Stroll	Variant Correspondences	NWF*	LA.2.1.4.1
P013	Giraffes, Goats, Cats, and Centipedes	Variant Correspondences	NWF*	LA.2.1.4.1
P014	Roll and Read	Variant Correspondences	NWF*	LA.2.1.4.1
P015	Short and Long	Variant Correspondences	NWF*	LA.2.1.4.1
P016	How Many Words?	Variant Correspondences	NWF*	LA.2.1.4.1
P017	Same but Different	Variant Correspondences	NWF*	LA.2.1.4.1
P018	Fishing for Vowel Digraphs	Variant Correspondences	NWF*	LA.2.1.4.1
P019	Vowel Digraph Baseball	Variant Correspondences	NWF*	LA.2.1.4.1
P020	Spell and Sort	Variant Correspondences	NWF*	LA.2.1.4.1
P021	Jar Sort	Variant Correspondences	NWF*	LA.2.1.4.1
P022	Word Stars	Variant Correspondences	NWF*	LA.2.1.4.1
P023	“R” Caterpillars	Variant Correspondences	NWF*	LA.2.1.4.1
P024	Diphthong-O	Variant Correspondences	NWF*	LA.2.1.4.1
P025	Sight and Sound Scout	Variant Correspondences	NWF*	LA.2.1.4.1
P026	Sounds of Silence	Variant Correspondences	NWF*	LA.2.1.4.1
P027	Beanstalk Climb	Variant Correspondences	NWF*	LA.2.1.4.1
P028	Wild Word Dominoes	Variant Correspondences	NWF*	LA.2.1.4.1
P033	Map and Swoop	Syllable Patterns	ORF	LA.2.1.4.1
F002	Digraph and Diphthong Dash	Letter-Sound Correspondence	NWF*	LA.2.1.4.1
F003	Word Part Race	Word Parts	NWF*	LA.2.1.4.1
F004	Syllable Sprint	Word Parts	NWF* ORF	LA.2.1.4.1
F005	Syllable Speed Practice	Word Parts	NWF*	LA.2.1.4.1
F006	Pick-A-Part	Word Parts	ORF	LA.2.1.4.1
F007	Affix Zip	Word Parts	NWF* ORF	LA.2.1.4.1
P002	Word Blender	Letter-Sound Correspondence	NWF*	LA.2.1.4.2
P003	Digraph Roll-A-Word	Letter-Sound Correspondence	NWF*	LA.2.1.4.2

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Second Grade Benchmark
P005	Change My Word	Letter-Sound Correspondence	NWF*	LA.2.1.4.2
P006	Map-A-Word	Letter-Sound Correspondence	NWF*	LA.2.1.4.2
P012	Knoll Stroll	Variant Correspondences	NWF*	LA.2.1.4.2
P013	Giraffes, Goats, Cats, and Centipedes	Variant Correspondences	NWF*	LA.2.1.4.2
P014	Roll and Read	Variant Correspondences	NWF*	LA.2.1.4.2
P015	Short and Long	Variant Correspondences	NWF*	LA.2.1.4.2
P018	Fishing for Vowel Digraphs	Variant Correspondences	NWF*	LA.2.1.4.2
P019	Vowel Digraph Baseball	Variant Correspondences	NWF*	LA.2.1.4.2
P020	Spell and Sort	Variant Correspondences	NWF*	LA.2.1.4.2
P021	Jar Sort	Variant Correspondences	NWF*	LA.2.1.4.2
P022	Word Stars	Variant Correspondences	NWF*	LA.2.1.4.2
P023	“R” Caterpillars	Variant Correspondences	NWF*	LA.2.1.4.2
P024	Diphthong-O	Variant Correspondences	NWF*	LA.2.1.4.2
P025	Sight and Sound Scout	Variant Correspondences	NWF*	LA.2.1.4.2
P026	Sounds of Silence	Variant Correspondences	NWF*	LA.2.1.4.2
P027	Beanstalk Climb	Variant Correspondences	NWF*	LA.2.1.4.2
P028	Wild Word Dominoes	Variant Correspondences	NWF*	LA.2.1.4.2
P029	Syllables, Words, and Pictures	Syllable Patterns	ORF	LA.2.1.4.2
P030	Syllable Scoops	Syllable Patterns	ORF	LA.2.1.4.2
P031	Syllable Snake	Syllable Patterns	ORF	LA.2.1.4.2
P032	Syllable Cut-Ups	Syllable Patterns	ORF	LA.2.1.4.2
P033	Map and Swoop	Syllable Patterns	ORF	LA.2.1.4.2
P034	Six-Way Syllable Sort	Syllable Patterns	ORF	LA.2.1.4.2
P035	Syllable Trivia	Syllable Patterns	ORF	LA.2.1.4.2
P036	Syllable Share	Syllable Patterns	ORF	LA.2.1.4.2
P037	Compound Concentration	Morpheme Structures	ORF	LA.2.1.4.2
P038	Word Plus	Morpheme Structures	ORF	LA.2.1.4.2
P039	Covering the Bases	Morpheme Structures	ORF	LA.2.1.4.2
P040	Parting Words	Morpheme Structures	ORF	LA.2.1.4.2
P041	Affix Hunt	Morpheme Structures	ORF	LA.2.1.4.2
P042	Front or Back	Morpheme Structures	ORF	LA.2.1.4.2
P043	Base Word Sort	Morpheme Structures	ORF	LA.2.1.4.2
P044	Word Construction	Morpheme Structures	ORF	LA.2.1.4.2
F003	Word Part Race	Word Parts	NWF*	LA.2.1.4.2

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Second Grade Benchmark
F004	Syllable Sprint	Word Parts	NWF* ORF	LA.2.1.4.2
F005	Syllable Speed Practice	Word Parts	NWF* ORF	LA.2.1.4.2
F006	Pick-A-Part	Word Parts	NWF* ORF	LA.2.1.4.2
F007	Affix Zip	Word Parts	NWF* ORF	LA.2.1.4.2
P002	Word Blender	Letter-Sound Correspondence	NWF*	LA.2.1.4.3
P003	Digraph Roll-A-Word	Letter-Sound Correspondence	NWF*	LA.2.1.4.3
P005	Change My Word	Letter-Sound Correspondence	NWF*	LA.2.1.4.3
P006	Map-A-Word	Letter-Sound Correspondence	NWF*	LA.2.1.4.3
P007	Word Spinners	Letter-Sound Correspondence	NWF*	LA.2.1.4.3
P012	Knoll Stroll	Variant Correspondences	NWF*	LA.2.1.4.3
P013	Giraffes, Goats, Cats, and Centipedes	Variant Correspondences	NWF*	LA.2.1.4.3
P014	Roll and Read	Variant Correspondences	NWF*	LA.2.1.4.3
P015	Short and Long	Variant Correspondences	NWF*	LA.2.1.4.3
P018	Fishing for Vowel Digraphs	Variant Correspondences	NWF*	LA.2.1.4.3
P019	Vowel Digraph Baseball	Variant Correspondences	NWF*	LA.2.1.4.3
P020	Spell and Sort	Variant Correspondences	NWF*	LA.2.1.4.3
P021	Jar Sort	Variant Correspondences	NWF*	LA.2.1.4.3
P022	Word Stars	Variant Correspondences	NWF*	LA.2.1.4.3
P023	"R" Caterpillars	Variant Correspondences	NWF*	LA.2.1.4.3
P024	Diphthong-O	Variant Correspondences	NWF*	LA.2.1.4.3
P025	Sight and Sound Scout	Variant Correspondences	NWF*	LA.2.1.4.3
P026	Sounds of Silence	Variant Correspondences	NWF*	LA.2.1.4.3
P027	Beanstalk Climb	Variant Correspondences	NWF*	LA.2.1.4.3
P028	WildWord Dominoes	Variant Correspondences	NWF*	LA.2.1.4.3
P030	Syllable Scoops	Syllable Patterns	ORF	LA.2.1.4.3
P031	Syllable Snake	Syllable Patterns	ORF	LA.2.1.4.3
P032	Syllable Cut-Ups	Syllable Patterns	ORF	LA.2.1.4.3
P033	Map and Swoop	Syllable Patterns	ORF	LA.2.1.4.3
P034	Six-Way Syllable Sort	Syllable Patterns	ORF	LA.2.1.4.3
P035	Syllable Trivia	Syllable Patterns	ORF	LA.2.1.4.3

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Second Grade Benchmark
P036	Syllable Share	Syllable Patterns	ORF	LA.2.1.4.3
P037	Compound Concentration	Morpheme Structures	ORF	LA.2.1.4.3
P038	Word Plus	Morpheme Structures	ORF	LA.2.1.4.3
P039	Covering the Bases	Morpheme Structures	ORF	LA.2.1.4.3
P040	Parting Words	Morpheme Structures	ORF	LA.2.1.4.3
P041	Affix Hunt	Morpheme Structures	ORF	LA.2.1.4.3
P042	Front or Back	Morpheme Structures	ORF	LA.2.1.4.3
P043	Base Word Sort	Morpheme Structures	ORF	LA.2.1.4.3
P044	Word Construction	Morpheme Structures	ORF	LA.2.1.4.3
F012	Fluent Phrasing	Phrases	ORF	LA.2.1.4.3
F013	Fast Phrases	Phrases	ORF	LA.2.1.4.3
F014	Phrase Speed Practice	Phrases	ORF	LA.2.1.4.3
F015	Phrase Progression	Phrases	ORF	LA.2.1.4.3
F016	Chunk-King	Chunked Text	ORF	LA.2.1.4.3
F017	Chunk-A-Lot	Chunked Text	ORF	LA.2.1.4.3
F018	Chunky Passages	Chunked Text	ORF	LA.2.1.4.3
F019	Chunk It!	Chunked Text	ORF	LA.2.1.4.3
P005	Change My Word	Letter-Sound Correspondence	NWF*	LA.2.1.4.4
P006	Map-A-Word	Letter-Sound Correspondence	NWF*	LA.2.1.4.4
P008	Jumping Words	High Frequency Words	ORF	LA.2.1.4.4
P009	Word Concentration	High Frequency Words	ORF	LA.2.1.4.4
P010	Say and Spell	High Frequency Words	ORF	LA.2.1.4.4
P011	Word Crazy	High Frequency Words	ORF	LA.2.1.4.4
P012	Knoll Stroll	Variant Correspondences	NWF*	LA.2.1.4.4
P013	Giraffes, Goats, Cats, and Centipedes	Variant Correspondences	NWF*	LA.2.1.4.4
P014	Roll and Read	Variant Correspondences	NWF*	LA.2.1.4.4
P015	Short and Long	Variant Correspondences	NWF*	LA.2.1.4.4
P017	Same but Different	Variant Correspondences	NWF*	LA.2.1.4.4
P018	Fishing for Vowel Digraphs	Variant Correspondences	NWF*	LA.2.1.4.4
P019	Vowel Digraph Baseball	Variant Correspondences	NWF*	LA.2.1.4.4
P020	Spell and Sort	Variant Correspondences	NWF*	LA.2.1.4.4
P021	Jar Sort	Variant Correspondences	NWF*	LA.2.1.4.4
P022	Word Stars	Variant Correspondences	NWF*	LA.2.1.4.4
P023	“R” Caterpillars	Variant Correspondences	NWF*	LA.2.1.4.4

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Second Grade Benchmark
P024	Diphthong-O	Variant Correspondences	NWF*	LA.2.1.4.4
P025	Sight and Sound Scout	Variant Correspondences	NWF*	LA.2.1.4.4
P026	Sounds of Silence	Variant Correspondences	NWF*	LA.2.1.4.4
P027	Beanstalk Climb	Variant Correspondences	NWF*	LA.2.1.4.4
P028	Wild Word Dominoes	Variant Correspondences	NWF*	LA.2.1.4.4
F009	Pass the Word	Words	ORF	LA.2.1.4.4
F010	Word Sprint	Words	ORF	LA.2.1.4.4
F011	Word Speed Practice	Words	ORF	LA.2.1.4.4
F012	Fluent Phrasing	Phrases	ORF	LA.2.1.4.4
F013	Fast Phrases	Phrases	ORF	LA.2.1.4.4
F014	Phrase Speed Practice	Phrases	ORF	LA.2.1.4.4
F015	Phrase Progression	Phrases	ORF	LA.2.1.4.4
F016	Chunk-King	Chunked Text	ORF	LA.2.1.4.4
F017	Chunk-A-Lot	Chunked Text	ORF	LA.2.1.4.4
F018	Chunky Passages	Chunked Text	ORF	LA.2.1.4.4
F019	Chunk It!	Chunked Text	ORF	LA.2.1.4.4
P008	Jumping Words	High Frequency Words	ORF	LA.2.1.4.5
P009	Word Concentration	High Frequency Words	ORF	LA.2.1.4.5
P010	Say and Spell	High Frequency Words	ORF	LA.2.1.4.5
P011	Word Crazy	High Frequency Words	ORF	LA.2.1.4.5
F009	Pass the Word	Words	ORF	LA.2.1.4.5
F010	Word Sprint	Words	ORF	LA.2.1.4.5
F011	Word Speed Practice	Words	ORF	LA.2.1.4.5
F012	Fluent Phrasing	Phrases	ORF	LA.2.1.4.5
F013	Fast Phrases	Phrases	ORF	LA.2.1.4.5
F014	Phrase Speed Practice	Phrases	ORF	LA.2.1.4.5
F015	Phrase Progression	Phrases	ORF	LA.2.1.4.5
F016	Chunk-King	Chunked Text	ORF	LA.2.1.4.5
F017	Chunk-A-Lot	Chunked Text	ORF	LA.2.1.4.5
F018	Chunky Passages	Chunked Text	ORF	LA.2.1.4.5
F019	Chunk It!	Chunked Text	ORF	LA.2.1.4.5
V005	Abbreviation Match-Up	Word Knowledge		LA.2.1.4.6
V008	Spin Sort	Word Knowledge		LA.2.1.4.6
P040	Parting Words	Morpheme Structures	ORF	LA.2.1.4.7

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Second Grade Benchmark
F008	Word Family Zoom	Words	NWF*	LA.2.1.5.1
F012	Fluent Phrasing	Phrases	ORF	LA.2.1.5.1
F013	Fast Phrases	Phrases	ORF	LA.2.1.5.1
F014	Phrase Speed Practice	Phrases	ORF	LA.2.1.5.1
F015	Phrase Progression	Phrases	ORF	LA.2.1.5.1
F016	Chunk-King	Chunked Text	ORF	LA.2.1.5.1
F017	Chunk-A-Lot	Chunked Text	ORF	LA.2.1.5.1
F018	Chunky Passages	Chunked Text	ORF	LA.2.1.5.1
F019	Chunk It!	Chunked Text	ORF	LA.2.1.5.1
F020	Listen and Read	Connected Text	ORF	LA.2.1.5.1
F021	Reading Wiz	Connected Text	ORF	LA.2.1.5.1
F022	Two to Read	Connected Text	ORF	LA.2.1.5.1
F023	All Together Now	Connected Text	ORF	LA.2.1.5.1
F024	I Read, You Read	Connected Text	ORF	LA.2.1.5.1
F025	Read and Read Again	Connected Text	ORF	LA.2.1.5.1
F026	Play It Up!	Connected Text	ORF	LA.2.1.5.1
F027	Copy Cat!	Connected Text	ORF	LA.2.1.5.1
F028	Poetry Reading	Connected Text	ORF	LA.2.1.5.1
F029	Rapid Read	Connected Text	ORF	LA.2.1.5.1
F030	Listen To Me	Connected Text	ORF	LA.2.1.5.1
F012	Fluent Phrasing	Phrases	ORF	LA.2.1.5.2
F013	Fast Phrases	Phrases	ORF	LA.2.1.5.2
F014	Phrase Speed Practice	Phrases	ORF	LA.2.1.5.2
F015	Phrase Progression	Phrases	ORF	LA.2.1.5.2
F016	Chunk-King	Chunked Text	ORF	LA.2.1.5.2
F017	Chunk-A-Lot	Chunked Text	ORF	LA.2.1.5.2
F018	Chunky Passages	Chunked Text	ORF	LA.2.1.5.2
F019	Chunk It!	Chunked Text	ORF	LA.2.1.5.2
F020	Listen and Read	Connected Text	ORF	LA.2.1.5.2
F021	Reading Wiz	Connected Text	ORF	LA.2.1.5.2
F022	Two to Read	Connected Text	ORF	LA.2.1.5.2
F023	All Together Now	Connected Text	ORF	LA.2.1.5.2
F024	I Read, You Read	Connected Text	ORF	LA.2.1.5.2

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Second Grade Benchmark
F025	Read and Read Again	Connected Text	ORF	LA.2.1.5.2
F026	Play It Up!	Connected Text	ORF	LA.2.1.5.2
F027	Copy Cat!	Connected Text	ORF	LA.2.1.5.2
F028	Poetry Reading	Connected Text	ORF	LA.2.1.5.2
F029	Rapid Read	Connected Text	ORF	LA.2.1.5.2
F030	Listen To Me	Connected Text	ORF	LA.2.1.5.2
F020	Listen and Read	Connected Text	ORF	LA.2.1.5.3
F021	Reading Wiz	Connected Text	ORF	LA.2.1.5.3
F022	Two to Read	Connected Text	ORF	LA.2.1.5.3
F023	All Together Now	Connected Text	ORF	LA.2.1.5.3
F024	I Read, You Read	Connected Text	ORF	LA.2.1.5.3
F025	Read and Read Again	Connected Text	ORF	LA.2.1.5.3
F026	Play It Up!	Connected Text	ORF	LA.2.1.5.3
F027	Copy Cat!	Connected Text	ORF	LA.2.1.5.3
F028	Poetry Reading	Connected Text	ORF	LA.2.1.5.3
F029	Rapid Read	Connected Text	ORF	LA.2.1.5.3
F030	Listen To Me	Connected Text	ORF	LA.2.1.5.3
V016	Oh My Word!	Word Meaning		LA.2.1.6.1
V017	Word Wrap	Word Meaning		LA.2.1.6.1
V018	Inside Information	Word Meaning		LA.2.1.6.1
V019	Word Web	Word Meaning		LA.2.1.6.1
V020	Extreme Words	Word Analysis		LA.2.1.6.1
V021	Word Wake-Up	Word Analysis		LA.2.1.6.1
V022	Category Cube	Word Analysis		LA.2.1.6.1
V023	Category Sort	Word Analysis		LA.2.1.6.1
V024	Meaning Map	Word Analysis		LA.2.1.6.1
V025	Concept Connection	Word Analysis		LA.2.1.6.1
V026	Alike and Different	Word Analysis		LA.2.1.6.1
V027	Attribute Analysis	Word Analysis		LA.2.1.6.1
V028	Analogy Basketball	Word Analysis		LA.2.1.6.1
V029	Analogy Action	Word Analysis		LA.2.1.6.1
V030	Word Filler	Words in Context		LA.2.1.6.1
V031	What-A-Word	Words in Context		LA.2.1.6.1
V032	Multiple Meaning Match	Words in Context		LA.2.1.6.1

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Second Grade Benchmark
V.033	Meaning Exchange	Words in Context		LA.2.1.6.1
V.034	Word Express	Words in Context		LA.2.1.6.1
V.035	Meaning Maker	Words in Context		LA.2.1.6.1
V.036	Word Why	Words in Context		LA.2.1.6.1
V.037	Ask-Explain-List	Words in Context		LA.2.1.6.1
V.015	Word Wise	Word Meaning		LA.2.1.6.2
V.015	Word Wise	Word Meaning		LA.2.1.6.3
V.016	Oh My Word!	Word Meaning		LA.2.1.6.3
V.017	Word Wrap	Word Meaning		LA.2.1.6.3
V.018	Inside Information	Word Meaning		LA.2.1.6.3
V.019	Word Web	Word Meaning		LA.2.1.6.3
V.024	Meaning Map	Word Analysis		LA.2.1.6.3
V.030	Word Filler	Words in Context		LA.2.1.6.3
V.031	What-A-Word	Words in Context		LA.2.1.6.3
V.032	Multiple Meaning Match	Words in Context		LA.2.1.6.3
V.033	Meaning Exchange	Words in Context		LA.2.1.6.3
V.034	Word Express	Words in Context		LA.2.1.6.3
V.035	Meaning Maker	Words in Context		LA.2.1.6.3
V.018	Inside Information	Word Meaning		LA.2.1.6.4
V.019	Word Web	Word Meaning		LA.2.1.6.4
V.021	Word Wake-Up	Word Analysis		LA.2.1.6.4
V.022	Category Cube	Word Analysis		LA.2.1.6.4
V.023	Category Sort	Word Analysis		LA.2.1.6.4
V.025	Concept Connection	Word Analysis		LA.2.1.6.4
C.016	Classic Classifying	Expository Text Structure		LA.2.1.6.4
V.016	Oh My Word!	Word Meaning		LA.2.1.6.5
V.017	Word Wrap	Word Meaning		LA.2.1.6.5
V.019	Word Web	Word Meaning		LA.2.1.6.5
V.021	Word Wake-Up	Word Analysis		LA.2.1.6.5
V.022	Category Cube	Word Analysis		LA.2.1.6.5
V.023	Category Sort	Word Analysis		LA.2.1.6.5
V.024	Meaning Map	Word Analysis		LA.2.1.6.5
V.028	Analogy Basketball	Word Analysis		LA.2.1.6.5
V.029	Analogy Action	Word Analysis		LA.2.1.6.5

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Second Grade Benchmark
V.010	Affix Match	Morphemic Elements		LA.2.1.6.6
V.011	Affix Action	Morphemic Elements		LA.2.1.6.6
V.012	Build-A-Word	Morphemic Elements		LA.2.1.6.6
V.013	Sentence Match	Morphemic Elements		LA.2.1.6.6
V.014	Root-A-Word	Morphemic Elements		LA.2.1.6.6
V.002	Synonym Dominoes	Word Knowledge		LA.2.1.6.7
V.003	Opposites Attract	Word Knowledge		LA.2.1.6.7
V.004	Synonym-Antonym Connections	Word Knowledge		LA.2.1.6.7
V.006	Homophone Hunt	Word Knowledge		LA.2.1.6.7
V.007	Homograph Hitch	Word Knowledge		LA.2.1.6.7
V.008	Spin Sort	Word Knowledge		LA.2.1.6.7
V.021	Word Wake-Up	Word Analysis		LA.2.1.6.7
V.022	Category Cube	Word Analysis		LA.2.1.6.7
V.023	Category Sort	Word Analysis		LA.2.1.6.7
V.025	Concept Connection	Word Analysis		LA.2.1.6.7
V.033	Meaning Exchange	Words in Context		LA.2.1.6.7
V.034	Word Express	Words in Context		LA.2.1.6.7
V.035	Meaning Maker	Words in Context		LA.2.1.6.7
V.019	Word Web	Word Meaning		LA.2.1.6.8
V.032	Multiple Meaning Match	Words in Context		LA.2.1.6.8
V.016	Oh My Word!	Word Meaning		LA.2.1.6.9
V.017	Word Wrap	Word Meaning		LA.2.1.6.9
V.018	Inside Information	Word Meaning		LA.2.1.6.9
V.019	Word Web	Word Meaning		LA.2.1.6.9
V.024	Meaning Map	Word Analysis		LA.2.1.6.9
V.035	Meaning Maker	Words in Context		LA.2.1.6.9
V.036	Word Why	Words in Context		LA.2.1.6.9
V.037	Ask-Explain-List	Words in Context		LA.2.1.6.9
C.011	Book Look	Expository Text Structure		LA.2.1.7.1
C.012	Just the Facts	Expository Text Structure		LA.2.1.7.1
C.013	Keys to the Main Idea	Expository Text Structure		LA.2.1.7.1
C.014	Expository Exploration	Expository Text Structure		LA.2.1.7.1
C.015	Main Idea Highlights	Expository Text Structure		LA.2.1.7.1
C.026	Precise Predictions	Monitoring for Understanding		LA.2.1.7.1

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Second Grade Benchmark
C.027	Read and Ask	Monitoring for Understanding		LA.2.1.7.1
C.028	Question Quest	Monitoring for Understanding		LA.2.1.7.1
C.029	Ask and Answer	Monitoring for Understanding		LA.2.1.7.1
C.030	Simple Summary	Monitoring for Understanding		LA.2.1.7.1
C.031	Sum Summary!	Monitoring for Understanding		LA.2.1.7.1
C.032	Strategic Strategies	Monitoring for Understanding		LA.2.1.7.1
C.033	Reading Repair	Monitoring for Understanding		LA.2.1.7.1
C.034	Show-U-Know	Monitoring for Understanding		LA.2.1.7.1
C.023	Persuade, Inform, and Entertain Sort	Text Analysis		LA.2.1.7.2
C.003	Story Line-Up	Narrative Text Structure		LA.2.1.7.3
C.004	Story Book	Narrative Text Structure		LA.2.1.7.3
C.005	Story Element Sort	Narrative Text Structure		LA.2.1.7.3
C.006	Story Element Web	Narrative Text Structure		LA.2.1.7.3
C.007	Story Grammar Yammer	Narrative Text Structure		LA.2.1.7.3
C.008	Retell Ring	Narrative Text Structure		LA.2.1.7.3
C.009	Retell-A-Story	Narrative Text Structure		LA.2.1.7.3
C.010	Compare-A-Story	Narrative Text Structure		LA.2.1.7.3
C.012	Just the Facts	Expository Text Structure		LA.2.1.7.3
C.013	Keys to the Main Idea	Expository Text Structure		LA.2.1.7.3
C.014	Expository Exploration	Expository Text Structure		LA.2.1.7.3
C.015	Main Idea Highlights	Expository Text Structure		LA.2.1.7.3
C.027	Read and Ask	Monitoring for Understanding		LA.2.1.7.3
C.028	Question Quest	Monitoring for Understanding		LA.2.1.7.3
C.029	Ask and Answer	Monitoring for Understanding		LA.2.1.7.3
C.030	Simple Summary	Monitoring for Understanding		LA.2.1.7.3
C.031	Sum Summary!	Monitoring for Understanding		LA.2.1.7.3
C.032	Strategic Strategies	Monitoring for Understanding		LA.2.1.7.3
C.033	Reading Repair	Monitoring for Understanding		LA.2.1.7.3
C.034	Show-U-Know	Monitoring for Understanding		LA.2.1.7.3
C.020	Cause and Effect Match	Text Analysis		LA.2.1.7.4
C.002	Compare-A-Character	Narrative Text Structure		LA.2.1.7.7
C.001	Character Characteristics	Narrative Text Structure		LA.2.1.7.8
C.002	Compare-A-Character	Narrative Text Structure		LA.2.1.7.8
C.004	Story Book	Narrative Text Structure		LA.2.1.7.8

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Second Grade Benchmark
C.006	Story Element Web	Narrative Text Structure		LA.2.1.7.8
C.007	Story Grammar Yammer	Narrative Text Structure		LA.2.1.7.8
C.008	Retell Ring	Narrative Text Structure		LA.2.1.7.8
C.009	Retell-A-Story	Narrative Text Structure		LA.2.1.7.8
C.010	Compare-A-Story	Narrative Text Structure		LA.2.1.7.8
C.024	Background Knowledge Warm-Up	Monitoring for Understanding		LA.2.1.7.8
C.026	Precise Predictions	Monitoring for Understanding		LA.2.1.7.8
C.027	Read and Ask	Monitoring for Understanding		LA.2.1.7.8
C.028	Question Quest	Monitoring for Understanding		LA.2.1.7.8
C.029	Ask and Answer	Monitoring for Understanding		LA.2.1.7.8
C.030	Simple Summary	Monitoring for Understanding		LA.2.1.7.8
C.031	Sum Summary!	Monitoring for Understanding		LA.2.1.7.8
C.032	Strategic Strategies	Monitoring for Understanding		LA.2.1.7.8
C.033	Reading Repair	Monitoring for Understanding		LA.2.1.7.8
C.034	Show-U-Know	Monitoring for Understanding		LA.2.1.7.8
C.001	Character Characteristics	Narrative Text Structure		LA.2.2.1.2
C.002	Compare-A-Character	Narrative Text Structure		LA.2.2.1.2
C.003	Story Line-Up	Narrative Text Structure		LA.2.2.1.2
C.004	Story Book	Narrative Text Structure		LA.2.2.1.2
C.005	Story Element Sort	Narrative Text Structure		LA.2.2.1.2
C.006	Story Element Web	Narrative Text Structure		LA.2.2.1.2
C.007	Story Grammar Yammer	Narrative Text Structure		LA.2.2.1.2
C.008	Retell Ring	Narrative Text Structure		LA.2.2.1.2
C.009	Retell-A-Story	Narrative Text Structure		LA.2.2.1.2
C.010	Compare-A-Story	Narrative Text Structure		LA.2.2.1.2
C.011	Book Look	Expository Text Structure		LA.2.2.2.1
C.017	Reading the Research	Expository Text Structure		LA.2.2.2.2
C.017	Reading the Research	Expository Text Structure		LA.2.2.2.3
C.018	Fiction and Nonfiction Review	Text Analysis		LA.2.2.2.3
C.017	Reading the Research	Expository Text Structure		LA.2.6.2.2
C.021	Compare and Contrast	Text Analysis		LA.2.6.2.2

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Third Grade Benchmark
P039	Covering the Bases	Morpheme Structures	ORF	LA.3.1.4.1
P040	Parting Words	Morpheme Structures	ORF	LA.3.1.4.1
P041	Affix Hunt	Morpheme Structures	ORF	LA.3.1.4.1
P042	Front or Back	Morpheme Structures	ORF	LA.3.1.4.1
P043	Base Word Sort	Morpheme Structures	ORF	LA.3.1.4.1
P044	Word Construction	Morpheme Structures	ORF	LA.3.1.4.1
F007	Affix Zip	Word Parts	NWF* ORF	LA.3.1.4.1
P005	Change My Word	Letter-Sound Correspondence	NWF*	LA.3.1.4.2
F003	Word Part Race	Word Parts	NWF*	LA.3.1.4.2
F005	Syllable Speed Practice	Word Parts	NWF*	LA.3.1.4.2
F006	Pick-A-Part	Word Parts	NWF* ORF	LA.3.1.4.2
P006	Map-A-Word	Letter-Sound Correspondence	NWF*	LA.3.1.4.3
P013	Giraffes, Goats, Cats, and Centipedes	Variant Correspondences	NWF*	LA.3.1.4.3
P029	Syllables, Words, and Pictures	Syllable Patterns	ORF	LA.3.1.4.3
P030	Syllable Scoops	Syllable Patterns	ORF	LA.3.1.4.3
P031	Syllable Snake	Syllable Patterns	ORF	LA.3.1.4.3
P032	Syllable Cut-Ups	Syllable Patterns	ORF	LA.3.1.4.3
P033	Map and Swoop	Syllable Patterns	ORF	LA.3.1.4.3
P034	Six-Way Syllable Sort	Syllable Patterns	ORF	LA.3.1.4.3
P035	Syllable Trivia	Syllable Patterns	ORF	LA.3.1.4.3
P036	Syllable Share	Syllable Patterns	ORF	LA.3.1.4.3
P037	Compound Concentration	Morpheme Structures	ORF	LA.3.1.4.3
P038	Word Plus	Morpheme Structures	ORF	LA.3.1.4.3
P040	Parting Words	Morpheme Structures	ORF	LA.3.1.4.3
P041	Affix Hunt	Morpheme Structures	ORF	LA.3.1.4.3
P042	Front or Back	Morpheme Structures	ORF	LA.3.1.4.3
P043	Base Word Sort	Morpheme Structures	ORF	LA.3.1.4.3
P044	Word Construction	Morpheme Structures	ORF	LA.3.1.4.3
F012	Fluent Phrasing	Phrases	ORF	LA.3.1.4.3
F013	Fast Phrases	Phrases	ORF	LA.3.1.4.3
F014	Phrase Speed Practice	Phrases	ORF	LA.3.1.4.3

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Third Grade Benchmark
F015	Phrase Progression	Phrases	ORF	LA.3.1.4.3
F016	Chunk-King	Chunked Text	ORF	LA.3.1.4.3
F017	Chunk-A-Lot	Chunked Text	ORF	LA.3.1.4.3
F018	Chunky Passages	Chunked Text	ORF	LA.3.1.4.3
F019	Chunk It!	Chunked Text	ORF	LA.3.1.4.3
F012	Fluent Phrasing	Phrases	ORF	LA.3.1.5.1
F013	Fast Phrases	Phrases	ORF	LA.3.1.5.1
F014	Phrase Speed Practice	Phrases	ORF	LA.3.1.5.1
F015	Phrase Progression	Phrases	ORF	LA.3.1.5.1
F016	Chunk-King	Chunked Text	ORF	LA.3.1.5.1
F017	Chunk-A-Lot	Chunked Text	ORF	LA.3.1.5.1
F018	Chunky Passages	Chunked Text	ORF	LA.3.1.5.1
F019	Chunk It!	Chunked Text	ORF	LA.3.1.5.1
F020	Listen and Read	Connected Text	ORF	LA.3.1.5.1
F021	Reading Wiz	Connected Text	ORF	LA.3.1.5.1
F022	Two to Read	Connected Text	ORF	LA.3.1.5.1
F023	All Together Now	Connected Text	ORF	LA.3.1.5.1
F024	I Read, You Read	Connected Text	ORF	LA.3.1.5.1
F025	Read and Read Again	Connected Text	ORF	LA.3.1.5.1
F026	Play It Up!	Connected Text	ORF	LA.3.1.5.1
F027	Copy Cat!	Connected Text	ORF	LA.3.1.5.1
F028	Poetry Reading	Connected Text	ORF	LA.3.1.5.1
F029	Rapid Read	Connected Text	ORF	LA.3.1.5.1
F030	Listen To Me	Connected Text	ORF	LA.3.1.5.1
F020	Listen and Read	Connected Text	ORF	LA.3.1.5.2
F021	Reading Wiz	Connected Text	ORF	LA.3.1.5.2
F022	Two to Read	Connected Text	ORF	LA.3.1.5.2
F023	All Together Now	Connected Text	ORF	LA.3.1.5.2
F024	I Read, You Read	Connected Text	ORF	LA.3.1.5.2
F025	Read and Read Again	Connected Text	ORF	LA.3.1.5.2
F026	Play It Up!	Connected Text	ORF	LA.3.1.5.2
F027	Copy Cat!	Connected Text	ORF	LA.3.1.5.2
F028	Poetry Reading	Connected Text	ORF	LA.3.1.5.2
F029	Rapid Read	Connected Text	ORF	LA.3.1.5.2

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Third Grade Benchmark
F030	Listen To Me	Connected Text	ORF	LA.3.1.5.2
V016	Oh My Word!	Word Meaning		LA.3.1.6.1
V017	Word Wrap	Word Meaning		LA.3.1.6.1
V018	Inside Information	Word Meaning		LA.3.1.6.1
V019	Word Web	Word Meaning		LA.3.1.6.1
V020	Extreme Words	Word Analysis		LA.3.1.6.1
V021	Word Wake-Up	Word Analysis		LA.3.1.6.1
V022	Category Cube	Word Analysis		LA.3.1.6.1
V023	Category Sort	Word Analysis		LA.3.1.6.1
V024	Meaning Map	Word Analysis		LA.3.1.6.1
V025	Concept Connection	Word Analysis		LA.3.1.6.1
V026	Alike and Different	Word Analysis		LA.3.1.6.1
V027	Attribute Analysis	Word Analysis		LA.3.1.6.1
V028	Analogy Basketball	Word Analysis		LA.3.1.6.1
V029	Analogy Action	Word Analysis		LA.3.1.6.1
V030	Word Filler	Words in Context		LA.3.1.6.1
V031	What-A-Word	Words in Context		LA.3.1.6.1
V032	Multiple Meaning Match	Words in Context		LA.3.1.6.1
V033	Meaning Exchange	Words in Context		LA.3.1.6.1
V034	Word Express	Words in Context		LA.3.1.6.1
V035	Meaning Maker	Words in Context		LA.3.1.6.1
V036	Word Why	Words in Context		LA.3.1.6.1
V037	Ask-Explain-List	Words in Context		LA.3.1.6.1
V015	Word Wise	Word Meaning		LA.3.1.6.2
V015	Word Wise	Word Meaning		LA.3.1.6.3
V016	Oh My Word!	Word Meaning		LA.3.1.6.3
V017	Word Wrap	Word Meaning		LA.3.1.6.3
V018	Inside Information	Word Meaning		LA.3.1.6.3
V019	Word Web	Word Meaning		LA.3.1.6.3
V024	Meaning Map	Word Analysis		LA.3.1.6.3
V030	Word Filler	Words in Context		LA.3.1.6.3
V031	What-A-Word	Words in Context		LA.3.1.6.3
V032	Multiple Meaning Match	Words in Context		LA.3.1.6.3
V033	Meaning Exchange	Words in Context		LA.3.1.6.3

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Third Grade Benchmark
V.034	Word Express	Words in Context		LA.3.1.6.3
V.035	Meaning Maker	Words in Context		LA.3.1.6.3
V.018	Inside Information	Word Meaning		LA.3.1.6.4
V.019	Word Web	Word Meaning		LA.3.1.6.4
V.021	Word Wake-Up	Word Analysis		LA.3.1.6.4
V.022	Category Cube	Word Analysis		LA.3.1.6.4
V.023	Category Sort	Word Analysis		LA.3.1.6.4
V.025	Concept Connection	Word Analysis		LA.3.1.6.4
C.016	Classic Classifying	Expository Text Structure		LA.3.1.6.4
V.016	Oh My Word!	Word Meaning		LA.3.1.6.5
V.017	Word Wrap	Word Meaning		LA.3.1.6.5
V.019	Word Web	Word Meaning		LA.3.1.6.5
V.021	Word Wake-Up	Word Analysis		LA.3.1.6.5
V.022	Category Cube	Word Analysis		LA.3.1.6.5
V.023	Category Sort	Word Analysis		LA.3.1.6.5
V.024	Meaning Map	Word Analysis		LA.3.1.6.5
V.028	Analogy Basketball	Word Analysis		LA.3.1.6.5
V.029	Analogy Action	Word Analysis		LA.3.1.6.5
V.018	Inside Information	Word Meaning		LA.3.1.6.6
V.010	Affix Match	Morphemic Elements		LA.3.1.6.7
V.011	Affix Action	Morphemic Elements		LA.3.1.6.7
V.012	Build-A-Word	Morphemic Elements		LA.3.1.6.7
V.013	Sentence Match	Morphemic Elements		LA.3.1.6.7
V.014	Root-A-Word	Morphemic Elements		LA.3.1.6.7
V.002	Synonym Dominoes	Word Knowledge		LA.3.1.6.8
V.003	Opposites Attract	Word Knowledge		LA.3.1.6.8
V.004	Synonym-Antonym Connections	Word Knowledge		LA.3.1.6.8
V.006	Homophone Hunt	Word Knowledge		LA.3.1.6.8
V.007	Homograph Hitch	Word Knowledge		LA.3.1.6.8
V.008	Spin Sort	Word Knowledge		LA.3.1.6.8
V.021	Word Wake-Up	Word Analysis		LA.3.1.6.8
V.022	Category Cube	Word Analysis		LA.3.1.6.8
V.023	Category Sort	Word Analysis		LA.3.1.6.8
V.025	Concept Connection	Word Analysis		LA.3.1.6.8

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Third Grade Benchmark
V.033	Meaning Exchange	Words in Context		LA.3.1.6.8
V.034	Word Express	Words in Context		LA.3.1.6.8
V.035	Meaning Maker	Words in Context		LA.3.1.6.8
V.019	Word Web	Word Meaning		LA.3.1.6.9
V.032	Multiple Meaning Match	Words in Context		LA.3.1.6.9
V.016	Oh My Word!	Word Meaning		LA.3.1.6.10
V.017	Word Wrap	Word Meaning		LA.3.1.6.10
V.018	Inside Information	Word Meaning		LA.3.1.6.10
V.019	Word Web	Word Meaning		LA.3.1.6.10
V.024	Meaning Map	Word Analysis		LA.3.1.6.10
V.035	Meaning Maker	Words in Context		LA.3.1.6.10
V.036	Word Why	Words in Context		LA.3.1.6.10
V.037	Ask-Explain-List	Words in Context		LA.3.1.6.10
C.011	Book Look	Expository Text Structure		LA.3.1.7.1
C.012	Just the Facts	Expository Text Structure		LA.3.1.7.1
C.013	Keys to the Main Idea	Expository Text Structure		LA.3.1.7.1
C.014	Expository Exploration	Expository Text Structure		LA.3.1.7.1
C.015	Main Idea Highlights	Expository Text Structure		LA.3.1.7.1
C.026	Precise Predictions	Monitoring for Understanding		LA.3.1.7.1
C.027	Read and Ask	Monitoring for Understanding		LA.3.1.7.1
C.028	Question Quest	Monitoring for Understanding		LA.3.1.7.1
C.029	Ask and Answer	Monitoring for Understanding		LA.3.1.7.1
C.030	Simple Summary	Monitoring for Understanding		LA.3.1.7.1
C.031	Sum Summary!	Monitoring for Understanding		LA.3.1.7.1
C.032	Strategic Strategies	Monitoring for Understanding		LA.3.1.7.1
C.033	Reading Repair	Monitoring for Understanding		LA.3.1.7.1
C.034	Show-U-Know	Monitoring for Understanding		LA.3.1.7.1
C.023	Persuade, Inform, and Entertain Sort	Text Analysis		LA.3.1.7.2
C.003	Story Line-Up	Narrative Text Structure		LA.3.1.7.3
C.004	Story Book	Narrative Text Structure		LA.3.1.7.3
C.005	Story Element Sort	Narrative Text Structure		LA.3.1.7.3
C.006	Story Element Web	Narrative Text Structure		LA.3.1.7.3
C.007	Story Grammar Yammer	Narrative Text Structure		LA.3.1.7.3
C.008	Retail Ring	Narrative Text Structure		LA.3.1.7.3

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Third Grade Benchmark
C.009	Retell-A-Story	Narrative Text Structure		LA.3.1.7.3
C.010	Compare-A-Story	Narrative Text Structure		LA.3.1.7.3
C.012	Just the Facts	Expository Text Structure		LA.3.1.7.3
C.013	Keys to the Main Idea	Expository Text Structure		LA.3.1.7.3
C.014	Expository Exploration	Expository Text Structure		LA.3.1.7.3
C.015	Main Idea Highlights	Expository Text Structure		LA.3.1.7.3
C.022	Incredible Inferences	Text Analysis		LA.3.1.7.3
C.027	Read and Ask	Monitoring for Understanding		LA.3.1.7.3
C.028	Question Quest	Monitoring for Understanding		LA.3.1.7.3
C.029	Ask and Answer	Monitoring for Understanding		LA.3.1.7.3
C.030	Simple Summary	Monitoring for Understanding		LA.3.1.7.3
C.031	Sum Summary!	Monitoring for Understanding		LA.3.1.7.3
C.032	Strategic Strategies	Monitoring for Understanding		LA.3.1.7.3
C.033	Reading Repair	Monitoring for Understanding		LA.3.1.7.3
C.034	Show-U-Know	Monitoring for Understanding		LA.3.1.7.3
C.020	Cause and Effect Match	Text Analysis		LA.3.1.7.4
C.010	Compare-A-Story	Narrative Text Structure		LA.3.1.7.7
C.001	Character Characteristics	Narrative Text Structure		LA.3.1.7.8
C.002	Compare-A-Character	Narrative Text Structure		LA.3.1.7.8
C.004	Story Book	Narrative Text Structure		LA.3.1.7.8
C.006	Story Element Web	Narrative Text Structure		LA.3.1.7.8
C.007	Story Grammar Yammer	Narrative Text Structure		LA.3.1.7.8
C.008	Retell Ring	Narrative Text Structure		LA.3.1.7.8
C.009	Retell-A-Story	Narrative Text Structure		LA.3.1.7.8
C.010	Compare-A-Story	Narrative Text Structure		LA.3.1.7.8
C.024	Background Knowledge Warm-Up	Monitoring for Understanding		LA.3.1.7.8
C.026	Precise Predictions	Monitoring for Understanding		LA.3.1.7.8
C.027	Read and Ask	Monitoring for Understanding		LA.3.1.7.8
C.028	Question Quest	Monitoring for Understanding		LA.3.1.7.8
C.029	Ask and Answer	Monitoring for Understanding		LA.3.1.7.8
C.030	Simple Summary	Monitoring for Understanding		LA.3.1.7.8
C.031	Sum Summary!	Monitoring for Understanding		LA.3.1.7.8
C.032	Strategic Strategies	Monitoring for Understanding		LA.3.1.7.8
C.033	Reading Repair	Monitoring for Understanding		LA.3.1.7.8

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	New Third Grade Benchmark
C.034	Show-U-Know	Monitoring for Understanding		LA.3.1.7.8
C.001	Character Characteristics	Narrative Text Structure		LA.3.2.1.2
C.003	Story Line-Up	Narrative Text Structure		LA.3.2.1.2
C.004	Story Book	Narrative Text Structure		LA.3.2.1.2
C.005	Story Element Sort	Narrative Text Structure		LA.3.2.1.2
C.006	Story Element Web	Narrative Text Structure		LA.3.2.1.2
C.007	Story Grammar Yammer	Narrative Text Structure		LA.3.2.1.2
C.008	Retell Ring	Narrative Text Structure		LA.3.2.1.2
C.009	Retell-A-Story	Narrative Text Structure		LA.3.2.1.2
C.010	Compare-A-Story	Narrative Text Structure		LA.3.2.1.2
C.002	Compare-A-Character	Narrative Text Structure		LA.3.2.1.2
C.011	Book Look	Expository Text Structure		LA.3.2.2.1
C.017	Reading the Research	Expository Text Structure		LA.3.2.2.2
C.012	Just the Facts	Expository Text Structure		LA.3.2.2.3
C.013	Keys to the Main Idea	Expository Text Structure		LA.3.2.2.3
C.014	Expository Exploration	Expository Text Structure		LA.3.2.2.3
C.016	Classic Classifying	Expository Text Structure		LA.3.2.2.3
C.017	Reading the Research	Expository Text Structure		LA.3.2.2.4
C.018	Fiction and Nonfiction Review	Text Analysis		LA.3.2.2.4
C.017	Reading the Research	Expository Text Structure		LA.3.6.2.2
C.021	Compare and Contrast	Text Analysis		LA.3.6.2.2

Glossary

Accuracy (part of fluency): Reading words in text with no errors.

Academically Engaged: Students are academically engaged when they are participating in activities/instruction in a meaningful way and understanding the tasks in which they are involved.

Advanced Phonics: Strategies for decoding multisyllabic words that include morphology and information about the meaning, pronunciation, and parts of speech of words gained from knowledge of prefixes, roots, and suffixes.

Affix: A general term that refers to prefixes and suffixes.

After Reading Comprehension Strategies: Strategies that require the reader to actively transform key information in text that has been read (e.g., summarizing, retelling).

Aligned Materials: Student materials (texts, activities, manipulatives, homework, etc.) that reinforce classroom instruction of specific skills in reading.

Alphabetic Principle: The concept that letters and letter combinations represent individual phonemes in written words.

Ample Opportunities for Student Practice: Students are asked to apply what they have been taught in order to accomplish specific reading tasks. Practice should follow in a logical relationship with what has just been taught. Once skills are internalized, students are provided with more opportunities to independently implement previously learned information.

Analogy: Comparing two sets of words to show some common similarity between the sets. When done as a vocabulary exercise this requires producing one of the words (e.g., cat is to kitten as dog is to ____?).

Antonym: A word opposite in meaning to another word.

Automaticity: Reading without conscious effort or attention to decoding.

Background Knowledge: Forming connections between the text and the information and experiences of the reader.

Base Word: A unit of meaning that can stand alone as a whole word (e.g., friend, pig). Also called a free morpheme.

Before Reading Comprehension Strategies: Strategies employed to emphasize the importance of preparing students to read text (e.g., activate prior knowledge, set a purpose for reading).

Blending: The task of combining sounds rapidly, to accurately represent the word.

Bloom's Taxonomy: A system for categorizing levels of abstraction of questions that commonly occur in educational settings. Includes the following competencies: knowledge, comprehension, application, analysis, synthesis, and evaluation.

Chunked Text: Continuous text that has been separated into meaningful phrases often with the use of single and double slash marks (/ and //). The intent of using chunked text or chunking text is to give children an opportunity to practice reading phrases fluently. There is no absolute in chunking text. Teachers should

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use judgment when teaching students how to chunk. Generally, slash marks are made between subject and predicate, and before and after prepositional phrases.

Chunking: A decoding strategy for breaking words into manageable parts (e.g., yes / ter/ day). Chunking also refers to the process of dividing a sentence into smaller phrases where pauses might occur naturally (e.g., When the sun appeared after the storm, / the newly fallen snow /shimmered like diamonds).

Coaching: A professional development process of supporting teachers in implementing new classroom practices by providing new content and information, modeling related teaching strategies, and offering on-going feedback as teachers master new practices.

Comprehension: Understanding what one is reading, the ultimate goal of all reading activity.

Comprehension Questions: Questions that address the meaning of text, ranging from literal to inferential to analytical.

Concept Definition Mapping: Provides a visual framework for organizing conceptual information in the process of defining a word or concept. The framework contains the category, properties, and examples of the word or concept.

Connected Text: Words that are linked (as opposed to words in a list) as in sentences, phrases, and paragraphs.

Consonant Blend: Two or more consecutive consonants which retain their individual sounds (e.g., bl in block; str in string).

Consonant Digraph: Two consecutive consonants that represent one phoneme, or sound (e.g., ch, sh).

Context Clue: Using words or sentences around an unfamiliar word to help clarify its meaning.

Decodable Text: Text in which a high proportion of words (80%-90%) comprise sound-symbol relationships that have already been taught. It is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading.

Decodable Words: Words containing phonic elements that were previously taught.

Decoding: The ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences; also the act of deciphering a new word by sounding it out.

Derivational Affix: A prefix or suffix added to a root or stem to form another word (e.g., -ness in likeness, un- in unhappy).

Diagnostic: Diagnostic tests can be used to measure a variety of reading, language, or cognitive skills. Although they can be given as soon as a screening test indicates a child is behind in reading growth, they will usually be given only if a child fails to make adequate progress after being given extra help in learning to read. They are designed to provide a more precise and detailed picture of the full range of a child's knowledge and skill so that instruction can be more precisely planned.

Differentiated Instruction: Matching instruction to meet the different needs of learners in a given classroom.

Digraphs: A group of two consecutive letters whose phonetic value is a single sound (e.g., ea in bread; ch in chat; ng in sing).

Diphthong: A vowel produced by the tongue shifting position during articulation; a vowel that feels as if it has two parts, especially the vowels spelled ow, oy, ou, and oi.

Direct Instruction: The teacher defines and teaches a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved.

During Reading Comprehension Strategies: Strategies that help students engage the meanings of a text (e.g., asking questions at critical junctures; modeling the thought process used to make inferences; constructing mental imagery).

Elkonin Boxes: A framework used during phonemic awareness instruction. Elkonin Boxes are sometimes referred to as Sound Boxes. When working with words, the teacher can draw one box per sound for a target word. Students push a marker into one box as they segment each sound in the word.

Empirical Research: Refers to scientifically based research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

Etymology: The origin of a word and the historical development of its meaning (e.g., the origin of our word etymology comes from late Middle English: from Old French ethimologie, via Latin from Greek etumologia, from etumologos ‘student of etymology,’ from etumon, neuter singular of etumos ‘true’).

Explicitly:

1. Teacher **Models and Explains**
2. Teacher provides **Guided Practice**
 - Students practice what the teacher modeled and the teacher provides prompts and feedback
3. Teacher provides **Supported Application**
 - Students apply the skill as the teacher scaffolds instruction
4. **Independent Practice**

Expository Text: Text that reports factual information (also referred to as informational text) and the relationships among ideas. Expository text tends to be more difficult for students than narrative text because of the density of long, difficult, and unknown words or word parts.

Five Components of Reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Flexible Grouping: Grouping students according to shared instructional needs and abilities and regrouping as their instructional needs change. Group size and allocated instructional time may vary among groups.

Floss Rule: Words of one syllable, ending in f, l, or s - after one vowel, usually end in ff, ll, or ss (sounds /f/, /l/, /s/).

Fluency Probe: An assessment for measuring fluency, usually a timed oral reading passage at the student’s instructional reading level.

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Fluency: Ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension.

Frayer Model: An adaptation of the concept map. The framework of the Frayer Model includes: the concept word, the definition, characteristics of the concept word, examples of the concept word, and non-examples of the concept word. It is important to include both examples and non-examples, so students are able to identify what the concept word is and what the concept word is not.

Frustrational Reading Level: The level at which a reader reads at less than a 90% accuracy (i.e., no more than one error per 10 words read). Frustration level text is difficult text for the reader.

Grapheme: A letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh).

Graphic Organizers: A visual framework or structure for capturing the main points of what is being read, which may include concepts, ideas, events, vocabulary, or generalizations. Graphic organizers allow ideas in text and thinking processes to become external by showing the interrelatedness of ideas, thus facilitating understanding for the reader. The structure of a graphic organizer is determined by the structure of the kind of text being read.

Graphophonemic Knowledge: Knowledge of the relationships between letters and phonemes.

Guided Practice: Students practice what the teacher modeled and the teacher provides prompts and feedback.

High Frequency Words: A small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words. Often, they are referred to as “sight words” since automatic recognition of these words is required for fluent reading.

Homograph: Words that are spelled the same but have different origins and meanings. They may or may not be pronounced the same (e.g. *can* as in a metal container/*can* as in able to).

Homonym: Words that sound the same but are spelled differently (e.g., cents/sense, knight/night).

Homophone: Words that may or may not be spelled alike but are pronounced the same. These words are of different origins and have different meanings (e.g., ate and eight; scale as in the covering of a fish; and scale as in a device used to weigh things)

Immediate Intensive Intervention: Instruction that may include more time, more opportunities for student practice, more teacher feedback, smaller group size, and different materials. It is implemented as soon as assessment indicates that students are not making adequate progress in reading.

Implicit Instruction: The opposite of explicit instruction. Students discover skills and concepts instead of being explicitly taught. For example, the teacher writes a list of words on the board that begin with the letter “m” (mud, milk, meal, and mattress) and asks the students how the words are similar. The teacher elicits from the students that the letter m stands for the sound you hear at the beginning of the words.

Independent Reading Level: The level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

Independent-Instructional Reading Level Range: The reading range that spans instructional and independent reading levels or level of text that a student can read with 90% to 95% or above accuracy.

Inflectional Suffix: In English, a suffix that expresses plurality or possession when added to a noun, tense when added to a verb, and comparison when added to an adjective and some adverbs. A major difference between inflectional and derivational morphemes is that inflections added to verbs, nouns, or adjectives do not change the grammatical role or part of speech of the base words (-s, -es, -ing, -ed).

Informal Assessment: Does not follow prescribed rules for administration and scoring and has not undergone technical scrutiny for reliability and validity. Teacher-made tests, end-of-unit tests and running records are all examples of informal assessment.

Informational Text: Non-fiction books, also referred to as expository text, that contain facts and information.

Intervention: Highly skilled teachers in a small pupil-teacher ratio classroom provide explicit and systematic instruction that is tailored to meet the identified needs of struggling readers. Teachers will utilize assessment to guide accelerated instruction, use teacher modeling and scaffolding with gradual release of responsibility to students, and provide extensive practice opportunities.

Intervention Program: Programs that provide instruction intended for flexible use as part of differentiated instruction and/or more intensive intervention to meet student learning needs in one or more of the specific areas of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension). These programs are used to provide targeted, intensive intervention for small groups of struggling readers.

Initial Instruction: First line of defense to prevent reading failure for all students. A core reading program is the instructional tool used for initial instruction in Florida's Reading First initiative.

Instructional Reading Level: The level at which a reader can read text with 90% accuracy (i.e., no more than one error per 10 words read). Instructional reading level engages the student in challenging, but manageable text.

K-W-L: A technique used most frequently with expository text to promote comprehension. It can be used as a type of graphic organizer in the form of a chart, and it consists of a 3-step process: What I Know (accessing prior knowledge), What I Want to Know (setting a purpose for reading), and What I Learned (recalling what has been read).

Letter Combinations: Also referred to as digraphs, a group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears (e.g., ai in maid; ch in chair; ar in car; kn in know; ng in ring).

Letter-Sound Correspondence: The matching of an oral sound to its corresponding letter or group of letters.

Literal Comprehension: Understanding of the basic facts that the student has read.

Main Idea: The central thought or message of a reading passage.

Metacognition: An awareness of one's own thinking processes and how they work. The process of consciously thinking about one's learning or reading while actually being engaged in learning or reading. Metacognitive strategies can be taught to students; good readers use metacognitive strategies to think about and have control over their reading.

Modeling: Teacher overtly demonstrates a strategy, skill, or concept that students will be learning.

Morpheme: The smallest meaningful unit of language.

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Morphemic Analysis: An analysis of words formed by adding prefixes, suffixes or other meaningful word units to a base word.

Multisyllabic Words: Words with more than one syllable. A systematic introduction of prefixes, suffixes, and multisyllabic words should occur throughout a reading program. The average number of syllables in the words students read should increase steadily throughout the grades.

Narrative Text: Text that tells a story about fictional or real events.

Objectives: Measurable statements detailing the desired accomplishments of a program.

Oddities: Vowels that are pronounced differently from the expected pronunciation (e.g., the “o” in old is pronounced /ō/ instead of the expected /o/).

Onset and Rime: In a syllable, the onset is the initial consonant or consonants, and the rime is the vowel and any consonants that follow it (e.g., the word sat, the onset is s and the rime is at. In the word flip, the onset is fl and the rime is ip).

Orthographic Units: The representation of the sounds of a language by written or printed symbols.

Orthography: A writing system for representing language.

Outcome Assessment: Given at the end of the year for two purposes. First, they can help the principal and teachers in a school evaluate the overall effectiveness of their reading program for all students. Second, they are required in *Reading First* schools to help districts evaluate their progress toward meeting the goal of “every child reading on grade level” by third grade. Schools must show regular progress toward this goal to continue receiving *Reading First* funds.

Pacing: The pace of a lesson should move briskly, but not so fast as to rush students beyond their ability to answer correctly. The purposes for a fast pace are to help students pay close attention to the material being presented, and provide students more practice time which increases the opportunity for greater student achievement, keeps students actively engaged, and reduces behavior management problems by keeping students on-task.

Partner/Peer Reading: Reading aloud taking turns with a partner who provides word identification help and feedback.

Phoneme: The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words.

Phoneme Isolation: Recognizing individual sounds in a word (e.g., /p/ is the first sound in pan).

Phoneme Manipulation: Adding, deleting, and substituting sounds in words (e.g., add /b/ to oat to make boat; delete /p/ in pat to make at; substitute /o/ for /a/ in pat to make pot).

Phonemic Awareness: The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

Phonics: The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

Phonogram: A succession of letters that represent the same phonological unit in different words, such as igh in flight, might, tight, sigh, and high.

Phonological Awareness: One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. This is an "umbrella" term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.

Prefix: A morpheme that precedes a root and that contributes to or modifies the meaning of a word as re- in reprint.

Prior Knowledge: Refers to schema, the knowledge and experience that readers bring to the text.

Progress Monitoring: Tests that keep the teacher informed about the child's progress in learning to read during the school year. They are a quick sample of critical reading skills that will tell the teacher if the child is making adequate progress toward grade level reading ability at the end of the year.

Prosody: Reading with expression, proper intonation, and phrasing. This helps readers to sound as if they are speaking the part they are reading. It is also this element of fluency that sets it apart from automaticity.

Rate: The speed at which a person reads.

Readability Level: Refers to independent, instructional, and frustrational levels of text reading.

Reading Centers: Special places organized in the classroom for students to work in small groups or pairs, either cooperatively or individually. Students work in centers while the teacher is conducting small group reading instruction. Each center contains meaningful, purposeful activities that are an extension and reinforcement of what has already been taught by the teacher in reading groups or in a large group. Reading centers offer students the opportunity to stay academically engaged as they apply the skills they have been learning. They are an excellent way for teachers to determine whether or not students know what they have been taught. It is important to develop a system and organize your classroom in such a way that you can provide feedback to students in a timely manner. Waiting until the end of the week to look at what students have worked on all week is not a productive use of instructional time, as students may have been practicing errors all week.

Examples of Reading Centers: Students practice phonics skills at the phonics center, sort word cards at the vocabulary center, and at the reading center, they read books, listen to taped books, record the reading of a book, and read in pairs. The reading center would contain a variety of books at various reading levels to meet the needs of all students. Other centers may consist of writing and spelling activities, pocket charts, white boards, magnetic letters to practice word building, sentence strips and word cards to create stories, sequencing activities with pictures, story boards, or sentence strips to retell a story that has been read. Some centers may be permanent; others will change according to the skills, books, and activities being currently addressed. It is recommended that teachers not bring in material from other content areas unless the activity from science or math, for example, specifically focuses on a skill that is being addressed in reading instruction. Reading centers require careful planning.

Reading Fluency Prorating Formula: When students are asked to read connected text for more than one minute or less than one minute, their performance must be prorated to give a fluency rate per minute. The prorating formula for this is the following:

$$\text{words read correctly} \times 60 \div \text{by the number of seconds} = \text{Reading Fluency Score.}$$

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Repeated Reading: Rereading of text until the reader is able to read at a predetermined rate to produce fluency.

Retelling: Recalling the content of what was read or heard.

Rhyming: Words that have the same ending sound.

Root: A bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings.

Scaffolded Instruction: The process of modeling and encouraging strategic, successful reading by providing structure, organization, questioning, clarification, summarizing, or tying information to what is known or what will be found out. Students are given all the support they need to arrive at the correct answer. For example, after an error occurs, the support or assistance a teacher offers may include cues, giving reminders or encouragement, breaking the problem down into steps, providing an example, or anything else so that students can arrive at the correct answer instead of the teacher giving the answer.

Schema: Refers to prior knowledge, the knowledge and experience that readers bring to the text.

Schwa: The vowel sound sometimes heard in an unstressed syllable and is most often sounded as ‘uh’ or as the short ‘u’ sound as in ‘cup.’

Scientifically Based Reading Research (SBRR): Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

Scope and Sequence: A “roadmap” or “blueprint” for teachers that provides an overall picture of an instructional program.

Screening: Tests that provide the teacher a beginning assessment of the student’s preparation for grade level reading instruction. They are a “first alert” that a child will need extra help to make adequate progress in reading during the year.

Segmenting: Separating the individual phonemes, or sounds, of a word into discrete units.

Self-Monitoring: Refers to metacognition. When students use self-monitoring strategies, they actively think about how they are learning or understanding the material, activities, or reading in which they are engaged.

Semantic Feature Analysis: Uses a grid to help explore how a set of things are related to one another. By analyzing the grid one can see connections, make predictions, and master important concepts.

Semantic Maps: Portray the schematic relations that compose a concept; a strategy for graphically representing concepts.

Sight Words: Words that are recognized immediately. Sometimes sight words are thought to be irregular, or high frequency words (e.g., the Dolch and Fry lists). However, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.

Sound to Symbol: Phonics instruction that matches phoneme to grapheme.

Spelling Patterns: Refers to digraphs, vowel pairs, word families, and vowel variant spellings.

Story Elements: Characters, problem, solutions, themes, settings, and plot.

Story Grammar: The general structure of stories that includes story elements.

Story Maps: A strategy used to unlock the plot and important elements of a story. These elements can be represented visually through various graphic organizers showing the beginning, middle, and end of a story. Answering the questions of who, where, when, what, and how or why, and listing the main events is also part of story mapping. These elements are also referred to as story grammar.

Strategic Learners: Active learners. While reading they make predictions, organize information, and interact with the text. They think about what they are reading in terms of what they already know. They monitor their comprehension by employing strategies that facilitate their understanding.

Strategy: A means to enhance understanding of text.

Structural Analysis: A procedure for teaching students to read words formed with prefixes, suffixes, or other meaningful word parts.

Student Friendly Explanation: An explanation of the word's meaning rather than a definition.

- 1) Characterizes the word and how it is typically used.
- 2) Explains the meaning in everyday language.

Suffix: An affix attached to the end of a base, root, or stem that changes the meaning or grammatical function of the word, as -en in oxen.

Summarizing: Reducing large selections of text to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.

Syllable: A segment of a word that contains one vowel sound. The vowel may or may not be preceded and/or followed by a consonant.

Syllable Types There are six syllable types:

1. Closed: cat, cobweb
2. Open: he, silo
3. Vowel-consonant-e (VCE): like, milestone
4. Consonant-l-e: candle, juggle (second syllable)
5. R-controlled: star, corner,
6. Vowel pairs: count, rainbow

Symbol to Sound: Matching grapheme to phoneme.

Synonym: Words that have similar meanings.

Systematic Instruction: A carefully planned sequence for instruction, similar to a builder's blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. The plan for instruction that is systematic is carefully thought out, strategic, and designed before activities

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and lessons are planned. Instruction is clearly linked within, as well as across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex.

Systematic Phonics Instruction: Systematic phonics programs teach children an extensive, pre-specified set of letter-sound correspondences or phonograms.

Target Words: Words which are specifically addressed, analyzed, and/or studied in curriculum lessons, exercises, and independent activities.

Timed Reading: Student reads appropriate text with a predetermined number of words to be read within a specific amount of time.

Trade Book: A book intended for general reading that is not a textbook.

Utility: Degree of usefulness.

Variant: Correspondences: Various corresponding spelling patterns for a specific sound or a variety of spelling patterns for one sound (e.g., long a spelled a, a_e, ai_, _ay).

Vocabulary: Refers to all of the words of our language. One must know words to communicate effectively. Vocabulary is important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication. Four types of vocabulary include listening, speaking, reading and writing.

Vowel Digraph or Vowel Pair: Two vowels together that represent one phoneme, or sound (e.g., ea, ai, oa).

Word Family: Group of words that share a rime (a vowel plus the consonants that follow; e.g., -ame, -ick,-out).

Word Learning Strategies: Strategies students use to learn words such as: decoding, analyzing meaningful parts of words, using analogy, using context clues, using a dictionary (student friendly definitions), glossary, or other resources.

Word Parts: Letters, onsets, rimes, syllables that, when combined, result in words. The ability to recognize various word parts in multisyllabic words is beneficial in decoding unfamiliar words.

Word Study: The act of deliberately investigating words (e.g., vocabulary-building exercises, word-identification practice, and spelling).

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