

# Teacher Resource Guide

## 4-5 Student Center Activities Crosswalk

### Introduction

The following crosswalks map the relationship between each Independent Student Activity, the corresponding DIBELS® Measure (Oral Reading Fluency – ORF), and the Florida Sunshine State Standard(s). The crosswalks were developed to support teachers in using assessments to inform instruction.

The four crosswalks are sorted by:

1. Activity Number, Name, and Subcomponent (this is the primary crosswalk and contains all information)
2. DIBELS® Measure (Oral Reading Fluency is the only measure that applies to fourth and fifth grade Activities)
3. Fourth Grade Sunshine State Standards
4. Fifth Grade Sunshine State Standards

Each column highlighted in yellow indicates the focus of the sort. For example, the column with Fourth Grade Sunshine State Standards is highlighted in yellow for crosswalk number three.

Each of the four components of reading is color coded in the activity number column: Advanced Phonics in orange, Fluency in red, Vocabulary in green, and Comprehension in blue. These colors align with those on the Activity Plans.

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## Crosswalk I – Sorted By Activity Number and Subcomponent

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Fourth Grade Standard	Fifth Grade Standard
AP.001	Homophone Bingo!	Variant Correspondences		LA.4.1.4.1	LA.5.1.4.1
AP.002	Domino Duo	Variant Correspondences		LA.4.1.4.1	LA.5.1.4.1
AP.003	Sound Choice	Variant Correspondences		LA.4.1.4.1	LA.5.1.4.1
AP.004	Double Time	Variant Correspondences		LA.4.1.4.1	LA.5.1.4.1
AP.005	Star Search	Variant Correspondences		LA.4.1.4.1	LA.5.1.4.1
AP.006	Word-O-Matic	Variant Correspondences		LA.4.1.4.1	LA.5.1.4.1
AP.007	The Write Word	Variant Correspondences		LA.4.1.4.1	LA.5.1.4.1
AP.008	Syllable Game	Syllable Patterns	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.009	Syllable Score	Syllable Patterns	ORF	LA.4.1.4.2	LA.5.1.4.2
AP.010	Syllable Sort	Syllable Patterns	ORF	LA.4.1.4.3	LA.5.1.4.3
AP.011	Syllable Swap	Syllable Patterns	ORF	LA.4.1.4.3	LA.5.1.4.3
AP.012	Syllable Map-it	Syllable Patterns	ORF	LA.4.1.4.1	LA.5.1.4.1
AP.013	Select Syllables	Syllable Patterns	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.014	Compound Construction	Morpheme Structures	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.015	Inflection Reflection	Morpheme Structures	ORF	LA.4.1.4.1	LA.5.1.4.1
AP.016	Affix Sort	Morpheme Structures	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.017	Four Word	Morpheme Structures	ORF	LA.4.1.4.2	LA.5.1.4.2
AP.018	Affix Fit	Morpheme Structures	ORF	LA.4.1.4.3	LA.5.1.4.3
AP.019	Embellished Words	Morpheme Structures	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.020	Root Hoot	Morpheme Structures	ORF	LA.4.1.4.2	LA.5.1.4.2
AP.021	If the Clue Fits	Morpheme Structures	ORF	LA.4.1.4.3 LA.4.1.4.2	LA.5.1.4.3 LA.5.1.4.2

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## Crosswalk I – Sorted By Activity Number and Subcomponent

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Fourth Grade Standard	Fifth Grade Standard
AP.022	Word Way	Morpheme Structures	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
F.001	Speedy Syllables	Word Parts	ORF	LA.4.1.5.1 LA.4.1.4.2	LA.5.1.5.1 LA.5.1.4.2
F.002	Affix Wiz	Word Parts	ORF	LA.4.1.5.1	LA.5.1.5.1
F.003	Root Rap	Word Parts	ORF	LA.4.1.4.2	LA.5.1.4.2
F.004	Word Part Rush	Word Parts	ORF	LA.4.1.5.1 LA.4.1.4.2	LA.5.1.5.1 LA.5.1.4.2
F.005	Quick Sort	Words	ORF	LA.4.1.5.1	LA.5.1.5.1
F.006	Give Me Five	Words	ORF	LA.4.1.5.1	LA.5.1.5.1
F.007	Read Speed	Words	ORF	LA.4.1.5.1	LA.5.1.5.1
F.008	Quick Words	Words	ORF	LA.4.1.5.1	LA.5.1.5.1
F.009	Fleeting Phrases	Phrases	ORF	LA.4.1.5.2	LA.5.1.5.2
F.010	Phrase Haste	Phrases	ORF	LA.4.1.5.1 LA.4.1.5.2	LA.5.1.5.1 LA.5.1.5.2
F.011	Reading Chunks	Chunked Text	ORF	LA.4.1.5.1	LA.5.1.5.1
F.012	Division Decisions	Chunked Text	ORF	LA.4.1.5.2	LA.5.1.5.2
F.013	Chunk It Up	Chunked Text	ORF	LA.4.1.5.1	LA.5.1.5.1
F.014	Practice and Read	Connected Text	ORF	LA.4.1.5.2	LA.5.1.5.2
F.015	Reading Twosome	Connected Text	ORF	LA.4.1.5.1	LA.5.1.5.1
F.016	Reading Results	Connected Text	ORF	LA.4.1.5.2	LA.5.1.5.2
F.017	Echo Echo	Connected Text	ORF	LA.4.1.5.1	LA.5.1.5.1
F.018	Follow My Lead	Connected Text	ORF	LA.4.1.5.2	LA.5.1.5.2
F.019	Cast of Readers	Connected Text	ORF	LA.4.1.5.1 LA.4.1.5.2	LA.5.1.5.1 LA.5.1.5.2

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## Crosswalk I – Sorted By Activity Number and Subcomponent

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Fourth Grade Standard	Fifth Grade Standard
F.020	Impressive Expressive	Connected Text	ORF	LA.4.1.5.1 LA.4.1.5.2	LA.5.1.5.1 LA.5.1.5.2
F.021	Poetic License	Connected Text	ORF	LA.4.1.5.1 LA.4.1.5.2	LA.5.1.5.1 LA.5.1.5.2
F.022	Compu-Read	Connected Text	ORF	LA.4.1.5.1 LA.4.1.5.2	LA.5.1.5.1 LA.5.1.5.2
F.023	Read Along	Connected Text	ORF	LA.4.1.5.1 LA.4.1.5.2	LA.5.1.5.1 LA.5.1.5.2
F.024	Fluent Reflections	Connected Text	ORF	LA.4.1.5.1 LA.4.1.5.2	LA.5.1.5.1 LA.5.1.5.2
V.001	Synonym Bingo!	Word Knowledge		LA.4.1.6.6 LA.4.1.6.8	LA.5.1.6.6 LA.5.1.6.8
V.002	Antonym Dominoes	Word Knowledge		LA.4.1.6.8	LA.5.1.6.8
V.003	Antonym Concentration	Word Knowledge		LA.4.1.6.8	LA.5.1.6.8
V.004	Synonym-Antonym Creations	Word Knowledge		LA.4.1.6.6 LA.4.1.6.8	LA.5.1.6.6 LA.5.1.6.8
V.005	Homograph Hook	Word Knowledge		LA.4.1.6.8	LA.5.1.6.8
V.006	Homograph Hoorah!	Word Knowledge		LA.4.1.6.9 LA.4.1.6.8	LA.5.1.6.9 LA.5.1.6.8
V.007	Homophone Go Fish	Word Knowledge		LA.4.1.6.8	LA.5.1.6.8
V.008	Homophone Puzzle	Word Knowledge		LA.4.1.6.8	LA.5.1.6.8
V.009	Affix Concentration	Morphemic Elements		LA.4.1.6.7	LA.5.1.6.7
V.010	Meaningful Affixes	Morphemic Elements		LA.4.1.6.7	LA.5.1.6.7
V.011	Word Dissect	Morphemic Elements		LA.4.1.6.7	LA.5.1.6.7
V.012	Make It Meaningful	Morphemic Elements		LA.4.1.6.7	LA.5.1.6.7
V.013	Affix Game	Morphemic Elements		LA.4.1.6.7	LA.5.1.6.7
V.014	Rooting for Meaning!	Morphemic Elements		LA.4.1.6.7	LA.5.1.6.7
V.015	Getting to the Root of It	Morphemic Elements		LA.4.1.6.7	LA.5.1.6.7

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Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Fourth Grade Standard	Fifth Grade Standard
V.016	Root-O!	Morphemic Elements		LA.4.1.6.7	LA.5.1.6.7
V.017	Know or No	Word Meaning		LA.4.1.6.5 LA.4.1.6.10	LA.5.1.6.5 LA.5.1.6.10
V.018	Dictionary Cube	Word Meaning		LA.4.1.6.10	LA.5.1.6.10
V.019	Dictionary Digs	Word Meaning		LA.4.1.6.10	LA.5.1.6.10
V.020	Word Clues	Word Meaning		LA.4.1.6.10	LA.5.1.6.10
V.021	What Do You Mean?	Word Meaning		LA.4.1.6.1	LA.5.1.6.1
V.022	Defining Depictions	Word Meaning		LA.4.1.6.10	LA.5.1.6.10
V.023	Undercover Meanings	Word Meaning		LA.4.1.6.10	LA.5.1.6.10
V.024	All For One	Word Meaning		LA.4.1.6.9 LA.4.1.6.10	LA.5.1.6.9 LA.5.1.6.10
V.025	Ask-A-Word	Word Meaning		LA.4.1.6.1 LA.4.1.6.10	LA.5.1.6.1 LA.5.1.6.10
V.026	Word-by-Word	Word Analysis		LA.4.1.6.6	LA.5.1.6.6
V.027	Worn-Out Words	Word Analysis		LA.4.1.6.5 LA.4.1.6.6	LA.5.1.6.5 LA.5.1.6.6
V.028	Category Clues	Word Analysis		LA.4.1.6.4	LA.5.1.6.4
V.029	Category Tag	Word Analysis		LA.4.1.6.4	LA.5.1.6.4
V.030	Category Creations	Word Analysis		LA.4.1.6.4	LA.5.1.6.4
V.031	Compare Extraordinaire	Word Analysis		LA.4.1.6.4	LA.5.1.6.4
V.032	Now Featuring	Word Analysis		LA.4.1.6.4	LA.5.1.6.4
V.033	Analogy Soccer	Word Analysis		LA.4.1.6.4	LA.5.1.6.4
V.034	Pun Fun	Words in Context		LA.4.1.6.9	LA.5.1.6.9
V.035	Hink Pink Think!	Words in Context		LA.4.1.6.6	LA.5.1.6.6
V.036	Up With Words	Words in Context		LA.4.1.6.5 LA.4.1.6.6	LA.5.1.6.5 LA.5.1.6.6
V.037	Choice Meanings	Words in Context		LA.4.1.6.1	LA.5.1.6.1
V.038	Meaning Extender	Words in Context		LA.4.1.6.3 LA.4.1.6.10	LA.5.1.6.3 LA.5.1.6.10
V.039	Word Share	Words in Context		LA.4.1.6.2 LA.4.1.6.3 LA.4.1.6.10	LA.5.1.6.2 LA.5.1.6.3 LA.5.1.6.10
V.040	Context Clues	Words in Context		LA.4.1.6.3 LA.4.1.6.8	LA.5.1.6.3 LA.5.1.6.8

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## Crosswalk I – Sorted By Activity Number and Subcomponent

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Fourth Grade Standard	Fifth Grade Standard
V.041	Get A Clue!	Words in Context		LA.4.1.6.2 LA.4.1.6.3 LA.4.1.6.10	LA.5.1.6.2 LA.5.1.6.3 LA.5.1.6.10
V.042	Cloze Encounters	Words in Context		LA.4.1.6.3	LA.5.1.6.3
V.043	Looking for Meaning	Words in Context		LA.4.1.6.3 LA.4.1.6.7 LA.4.1.6.10	LA.5.1.6.3 LA.5.1.6.7 LA.5.1.6.10
V.044	Word Winner	Words in Context		LA.4.1.6.3 LA.4.1.6.7 LA.4.1.6.10	LA.5.1.6.3 LA.5.1.6.7 LA.5.1.6.10
C.001	Character Consideration	Narrative Text Structure		LA.4.2.1.2	LA.5.2.1.2
C.002	Character Connections	Narrative Text Structure		LA.4.2.1.2	LA.5.2.1.2
C.003	Check-A-Trait	Narrative Text Structure		LA.4.2.1.2	LA.5.2.1.2
C.004	The Main Events	Narrative Text Structure		LA.4.1.7.3 LA.4.2.1.6	LA.5.1.7.3 LA.5.2.1.6
C.005	Plotting the Plot	Narrative Text Structure		LA.4.1.7.3 LA.4.2.1.2	LA.5.1.7.3 LA.5.2.1.2
C.006	Plot Plan	Narrative Text Structure		LA.4.1.7.3 LA.4.2.1.2	LA.5.1.7.3 LA.5.2.1.2
C.007	Story Pieces	Narrative Text Structure		LA.4.2.1.2 LA.4.2.1.6	LA.5.2.1.2 LA.5.2.1.6
C.008	Story Element Ease	Narrative Text Structure		LA.4.1.7.6 LA.4.1.7.7	LA.5.1.7.6 LA.5.1.7.7
C.009	Story Mapping	Narrative Text Structure		LA.4.2.1.2 LA.4.2.1.6	LA.5.2.1.2 LA.5.2.1.6
C.010	Side-by-Side Stories	Narrative Text Structure		LA.4.1.7.6 LA.4.1.7.7 LA.4.2.1.2 LA.4.2.1.5	LA.5.1.7.6 LA.5.1.7.7 LA.5.2.1.2 LA.5.2.1.5
C.011	Retell Recap	Narrative Text Structure		LA.4.1.7.3	LA.5.1.7.3
C.012	Retell Review	Narrative Text Structure		LA.4.2.1.2 LA.4.1.7.3 LA.4.2.1.2	LA.5.2.1.2 LA.5.1.7.3 LA.5.2.1.2

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## Crosswalk I – Sorted By Activity Number and Subcomponent

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Fourth Grade Standard	Fifth Grade Standard
C.013	Summary Step-Up	Narrative Text Structure		LA.4.1.7.3	LA.5.1.7.3
C.014	Text Feature Find	Expository Text Structure		LA.4.2.1.2	LA.5.2.1.2
C.015	Detail Delight	Expository Text Structure		LA.4.1.7.1	LA.5.1.7.1
C.016	Distinguishing Details	Expository Text Structure		LA.4.2.2.1	LA.5.2.2.1
C.017	Main Idea Mania	Expository Text Structure		LA.4.1.7.3	LA.5.1.7.3
C.018	What's the Big Idea?	Expository Text Structure		LA.4.2.2.2	LA.5.2.2.2
C.019	In My Own Words	Expository Text Structure		LA.4.1.7.3	LA.5.1.7.3
C.020	Super Summary	Expository Text Structure		LA.4.1.7.3	LA.5.1.7.3
C.021	Write Cause or Effect	Expository Text Structure		LA.4.2.2.2	LA.5.2.2.2
C.022	Text Structure Sort	Expository Text Structure		LA.4.2.2.3	LA.5.2.2.3
C.023	Text Structure Reflection	Expository Text Structure		LA.4.1.7.4	LA.5.1.7.4
C.024	Research Roundup	Expository Text Structure		LA.4.1.7.5	LA.5.1.7.5
C.025	Fiction and Nonfiction Find	Text Analysis		LA.4.1.7.3	LA.5.1.7.3
C.026	Fact or Opinion Game	Text Analysis		LA.4.2.2.2	LA.5.2.2.2
C.027	Matter of Fact or Opinion	Text Analysis		LA.4.2.1.1	LA.5.2.1.1
C.028	More Incredible Inferences	Text Analysis		LA.4.1.7.2	LA.5.1.7.2
C.029	Inference Innovations	Text Analysis		LA.4.1.7.2	LA.5.1.7.2
C.030	What's the Purpose?	Text Analysis		LA.4.1.7.3	LA.5.1.7.3
C.031	Inquisitive Inquiries	Text Analysis		LA.4.1.7.3	LA.5.1.7.3
C.032	What Do You Know?	Monitoring for Understanding		LA.4.1.7.2	LA.5.1.7.2
				LA.4.2.1.7	LA.5.2.1.7
				LA.4.2.1.5	LA.5.2.1.5

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## Crosswalk I – Sorted By Activity Number and Subcomponent

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Fourth Grade Standard	Fifth Grade Standard
C.033	Background Check	Monitoring for Understanding		LA.4.2.1.5	LA.5.1.7.1 LA.5.2.1.5
C.034	Agree to Disagree	Monitoring for Understanding		LA.4.1.7.3 LA.4.1.7.8 LA.4.2.2.2	LA.5.1.7.3 LA.5.1.7.8 LA.5.2.2.2
C.035	Plenty of Predictions	Monitoring for Understanding		LA.4.1.7.3 LA.4.1.7.8 LA.4.2.2.2	LA.5.1.7.3 LA.5.1.7.8 LA.5.2.2.2
C.036	Answer Know-How	Monitoring for Understanding		LA.4.1.7.2 LA.4.1.7.5 LA.4.1.7.8	LA.5.1.7.2 LA.5.1.7.5 LA.5.1.7.8
C.037	Question Cards	Monitoring for Understanding		LA.4.1.7.3 LA.4.1.7.8 LA.4.2.1.5 LA.4.2.2.2	LA.5.1.7.3 LA.5.1.7.8 LA.5.2.1.5 LA.5.2.2.2
C.038	Stop and Ask	Monitoring for Understanding		LA.4.1.7.3 LA.4.1.7.8 LA.4.2.2.2	LA.5.1.7.3 LA.5.1.7.8 LA.5.2.2.2
C.039	Question Creation	Monitoring for Understanding		LA.4.1.7.3 LA.4.1.7.8 LA.4.2.2.2	LA.5.1.7.3 LA.5.1.7.8 LA.5.2.2.2
C.040	Sum-thing Special	Monitoring for Understanding		LA.4.1.7.3 LA.4.1.7.8 LA.4.2.2.2 LA.4.2.2.3	LA.5.1.7.3 LA.5.1.7.8 LA.5.2.2.2 LA.5.2.2.3
C.041	Strategies Game	Monitoring for Understanding		LA.4.1.6.8 LA.4.1.7.3 LA.4.1.7.8 LA.4.2.2.2	LA.5.1.6.8 LA.5.1.7.3 LA.5.1.7.8 LA.5.2.2.2
C.042	Read and Respond	Monitoring for Understanding		LA.4.1.7.3 LA.4.1.7.8 LA.4.2.1.5 LA.4.2.2.2	LA.5.1.7.3 LA.5.1.7.8 LA.5.2.1.5 LA.5.2.2.2
C.043	Monitor and Mend	Monitoring for Understanding		LA.4.1.5.2 LA.4.1.6.3 LA.4.1.6.10 LA.4.1.7.8	LA.5.1.5.2 LA.5.1.6.3 LA.5.1.6.10 LA.5.1.7.8
C.044	Strategy Success	Monitoring for Understanding		LA.4.1.5.2 LA.4.1.6.3 LA.4.1.7.3 LA.4.1.7.8	LA.5.1.5.2 LA.5.1.6.3 LA.5.1.7.3 LA.5.1.7.8

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## Crosswalk 2 – Sorted By DIBELS® Measure

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Fourth Grade Standard	Fifth Grade Standard
AP.008	Syllable Game	Syllable Patterns	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.009	Syllable Score	Syllable Patterns	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.010	Syllable Sort	Syllable Patterns	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.011	Syllable Swap	Syllable Patterns	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.012	Syllable Map-it	Syllable Patterns	ORF	LA.4.1.4.1 LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.1 LA.5.1.4.2 LA.5.1.4.3
AP.013	Select Syllables	Syllable Patterns	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.014	Compound Construction	Morpheme Structures	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.015	Inflection Reflection	Morpheme Structures	ORF	LA.4.1.4.1 LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.1 LA.5.1.4.2 LA.5.1.4.3
AP.016	Affix Sort	Morpheme Structures	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.017	Four Word	Morpheme Structures	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.018	Affix Fit	Morpheme Structures	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.019	Embellished Words	Morpheme Structures	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.020	Root Hoot	Morpheme Structures	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.021	If the Clue Fits	Morpheme Structures	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
AP.022	Word Way	Morpheme Structures	ORF	LA.4.1.4.2 LA.4.1.4.3	LA.5.1.4.2 LA.5.1.4.3
F.001	Speedy Syllables	Word Parts	ORF	LA.4.1.5.1	LA.5.1.5.1
F.002	Affix Wiz	Word Parts	ORF	LA.4.1.5.1	LA.5.1.5.1
F.003	Root Rap	Word Parts	ORF	LA.4.1.5.1 LA.4.1.4.2	LA.5.1.5.1 LA.5.1.4.2

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## Crosswalk 2 – Sorted By DIBELS® Measure

Activity Number	Activity Name	Subcomponent	DIBELS® Measure	Fourth Grade Standard	Fifth Grade Standard
F.004	Word Part Rush	Word Parts	ORF	LA.4.1.5.1 LA.4.1.4.2	LA.5.1.5.1 LA.5.1.4.2
F.005	Quick Sort	Words	ORF	LA.4.1.5.1	LA.5.1.5.1
F.006	Give Me Five	Words	ORF	LA.4.1.5.1	LA.5.1.5.1
F.007	Read Speed	Words	ORF	LA.4.1.5.1	LA.5.1.5.1
F.008	Quick Words	Words	ORF	LA.4.1.5.1	LA.5.1.5.1
F.009	Fleeting Phrases	Phrases	ORF	LA.4.1.5.1 LA.4.1.5.2	LA.5.1.5.1 LA.5.1.5.2
F.010	Phrase Haste	Phrases	ORF	LA.4.1.5.1 LA.4.1.5.2	LA.5.1.5.1 LA.5.1.5.2
F.011	Reading Chunks	Chunked Text	ORF	LA.4.1.5.1	LA.5.1.5.1
F.012	Division Decisions	Chunked Text	ORF	LA.4.1.5.2	LA.5.1.5.2
F.013	Chunk It Up	Chunked Text	ORF	LA.4.1.5.1 LA.4.1.5.2	LA.5.1.5.1 LA.5.1.5.2
F.014	Practice and Read	Connected Text	ORF	LA.4.1.5.1	LA.5.1.5.1
F.015	Reading Twosome	Connected Text	ORF	LA.4.1.5.2	LA.5.1.5.2
F.016	Reading Results	Connected Text	ORF	LA.4.1.5.1	LA.5.1.5.1
F.017	Echo Echo	Connected Text	ORF	LA.4.1.5.2	LA.5.1.5.2
F.018	Follow My Lead	Connected Text	ORF	LA.4.1.5.1 LA.4.1.5.2	LA.5.1.5.1 LA.5.1.5.2
F.019	Cast of Readers	Connected Text	ORF	LA.4.1.5.1	LA.5.1.5.1
F.020	Impressive Expressive	Connected Text	ORF	LA.4.1.5.2	LA.5.1.5.2
F.021	Poetic License	Connected Text	ORF	LA.4.1.5.1	LA.5.1.5.1
F.022	Compu-Read	Connected Text	ORF	LA.4.1.5.2	LA.5.1.5.2
F.023	Read Along	Connected Text	ORF	LA.4.1.5.1	LA.5.1.5.1
F.024	Fluent Reflections	Connected Text	ORF	LA.4.1.5.2	LA.5.1.5.2

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## Crosswalk 3 – Sorted By Fourth Grade Standard

Fourth Grade Standard		Activity Number	Activity Name	Subcomponent	DIBELS® Measure
LA.4.1.4.1	AP.001	Homophone Bingo!	Variant Correspondences		
	AP.002	Domino Duo	Variant Correspondences		
	AP.003	Sound Choice	Variant Correspondences		
	AP.004	Double Time	Variant Correspondences		
	AP.005	Star Search	Variant Correspondences		
	AP.006	Word-O-Matic	Variant Correspondences		
	AP.007	The Write Word	Variant Correspondences		
	AP.012	Syllable Map-It	Syllable Patterns	ORF	
	AP.015	Inflection Reflection	Morpheme Structures	ORF	
	LA.4.1.4.2	AP.008	Syllable Game	Syllable Patterns	ORF
		AP.009	Syllable Score	Syllable Patterns	ORF
		AP.010	Syllable Sort	Syllable Patterns	ORF
		AP.011	Syllable Swap	Syllable Patterns	ORF
		AP.012	Syllable Map-It	Syllable Patterns	ORF
		AP.013	Select Syllables	Syllable Patterns	ORF
AP.014		Compound Construction	Morpheme Structures	ORF	
AP.015		Inflection Reflection	Morpheme Structures	ORF	
AP.016		Affix Sort	Morpheme Structures	ORF	
AP.017		Four Word	Morpheme Structures	ORF	
AP.018		Affix Fit	Morpheme Structures	ORF	
AP.019		Embellished Words	Morpheme Structures	ORF	
AP.020		Root Hoot	Morpheme Structures	ORF	
AP.021		If the Clue Fits	Morpheme Structures	ORF	
AP.022		Word Way	Morpheme Structures	ORF	
F.001	F.001	Speedy Syllables	Word Parts	ORF	
	F.002	Affix Wiz	Word Parts	ORF	
	F.003	Root Rap	Word Parts	ORF	
	F.004	Word Part Rush	Word Parts	ORF	
LA.4.1.4.3	AP.008	Syllable Game	Syllable Patterns	ORF	
	AP.009	Syllable Score	Syllable Patterns	ORF	
	AP.010	Syllable Sort	Syllable Patterns	ORF	
	AP.011	Syllable Swap	Syllable Patterns	ORF	
	AP.012	Syllable Map-It	Syllable Patterns	ORF	
	AP.013	Select Syllables	Syllable Patterns	ORF	
	AP.014	Compound Construction	Morpheme Structures	ORF	
	AP.015	Inflection Reflection	Morpheme Structures	ORF	
	AP.016	Affix Sort	Morpheme Structures	ORF	
	AP.017	Four Word	Morpheme Structures	ORF	

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## Crosswalk 3 – Sorted By Fourth Grade Standard

Fourth Grade Standard		Activity Number	Activity Name	Subcomponent	DIBELS® Measure
LA.4.1.4.3 (continued)	AP.018	Affix Fit	Morpheme Structures	ORF	
	AP.019	Embellished Words	Morpheme Structures	ORF	
	AP.020	Root Hoot	Morpheme Structures	ORF	
	AP.021	If the Clue Fits	Morpheme Structures	ORF	
	AP.022	Word Way	Morpheme Structures	ORF	
	LA.4.1.5.1	F.001	Speedy Syllables	Word Parts	ORF
		F.002	Affix Wiz	Word Parts	ORF
		F.003	Root Rap	Word Parts	ORF
		F.004	Word Part Rush	Word Parts	ORF
		F.005	Quick Sort	Words	ORF
		F.006	Give Me Five	Words	ORF
		F.007	Read Speed	Words	ORF
F.008		Quick Words	Words	ORF	
F.009		Fleeting Phrases	Phrases	ORF	
F.010		Phrase Haste	Phrases	ORF	
F.011		Reading Chunks	Chunked Text	ORF	
F.012		Division Decisions	Chunked Text	ORF	
F.013		Chunk It Up	Chunked Text	ORF	
F.014		Practice and Read	Connected Text	ORF	
F.015		Reading Twosome	Connected Text	ORF	
LA.4.1.5.2	F.016	Reading Results	Connected Text	ORF	
	F.017	Echo Echo	Connected Text	ORF	
	F.018	Follow My Lead	Connected Text	ORF	
	F.019	Cast of Readers	Connected Text	ORF	
	F.020	Impressive Expressive	Connected Text	ORF	
	F.021	Poetic License	Connected Text	ORF	
	F.022	Compu-Read	Connected Text	ORF	
	F.023	Read Along	Connected Text	ORF	
	F.024	Fluent Reflections	Connected Text	ORF	
	F.009	Fleeting Phrases	Phrases	ORF	
	F.010	Phrase Haste	Phrases	ORF	
	F.011	Reading Chunks	Chunked Text	ORF	
	F.012	Division Decisions	Chunked Text	ORF	
	F.013	Chunk It Up	Chunked Text	ORF	
	F.014	Practice and Read	Connected Text	ORF	
	F.015	Reading Twosome	Connected Text	ORF	
	F.016	Reading Results	Connected Text	ORF	
F.017	Echo Echo	Connected Text	ORF		

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Fourth Grade Standard		Activity Number	Activity Name	Subcomponent	DIBELS® Measure
LA.4.1.5.2 (continued)	F.018	Follow My Lead	Connected Text	ORF	
	F.019	Cast of Readers	Connected Text	ORF	
	F.020	Impressive Expressive	Connected Text	ORF	
	F.021	Poetic License	Connected Text	ORF	
	F.022	Compu-Read	Connected Text	ORF	
	F.023	Read Along	Connected Text	ORF	
	F.024	Fluent Reflections	Connected Text	ORF	
	C.043	Monitor and Mend	Monitoring for Understanding		
C.044	Strategy Success	Monitoring for Understanding			
LA.4.1.6.1	V.025	Ask-A-Word	Word Meaning		
	V.037	Choice Meanings	Words in Context		
LA.4.1.6.2	V.038	Meaning Extender	Words in Context		
	V.021	What Do You Mean?	Word Meaning		
LA.4.1.6.3	V.039	Word Share	Words in Context		
	V.041	Get A Clue!	Words in Context		
	V.037	Choice Meanings	Words in Context		
	V.039	Word Share	Words in Context		
	V.040	Context Clues	Words in Context		
	V.041	Get A Clue!	Words in Context		
	V.042	Cloze Encounters	Words in Context		
	V.043	Looking for Meaning	Words in Context		
V.044	Word Winner	Words in Context			
LA.4.1.6.4	C.043	Monitor and Mend	Monitoring for Understanding		
	C.044	Strategy Success	Monitoring for Understanding		
LA.4.1.6.5	V.028	Category Clues	Word Analysis		
	V.029	Category Tag	Word Analysis		
	V.030	Category Creations	Word Analysis		
	V.031	Compare Extraordinaire	Word Analysis		
	V.032	Now Featuring	Word Analysis		
	V.033	Analogy Soccer	Word Analysis		
	V.017	Know or No	Word Meaning		
V.027	Worn-Out Words	Word Analysis			
LA.4.1.6.6	V.036	Up With Words	Words in Context		
	V.001	Synonym Bingo!	Word Knowledge		
	V.004	Synonym-Antonym Creations	Word Knowledge		
	V.026	Word-by-Word	Word Analysis		
	V.027	Worn-Out Words	Word Analysis		

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## Crosswalk 3 – Sorted By Fourth Grade Standard

Fouth Grade Standard	Activity Number	Activity Name	Subcomponent	DIBELS® Measure	
LA.4.1.6.6 (continued)	V.035	Hink Pink Think!	Words in Context		
	V.036	Up With Words	Words in Context		
LA.4.1.6.7	V.009	Affix Concentration	Morphemic Elements		
	V.010	Meaningful Affixes	Morphemic Elements		
	V.011	Word Dissect	Morphemic Elements		
	V.012	Make It Meaningful	Morphemic Elements		
	V.013	Affix Game	Morphemic Elements		
	V.014	Rooting for Meaning!	Morphemic Elements		
	V.015	Getting to the Root of It	Morphemic Elements		
	V.016	Root-O!	Morphemic Elements		
	V.043	Looking for Meaning	Words in Context		
	V.044	Word Winner	Words in Context		
	LA.4.1.6.8	V.001	Synonym Bingo!	Word Knowledge	
		V.002	Antonym Dominoes	Word Knowledge	
		V.003	Antonym Concentration	Word Knowledge	
		V.004	Synonym-Antonym Creations	Word Knowledge	
V.005		Homograph Hook	Word Knowledge		
V.006		Homograph Hoorah!	Word Knowledge		
V.007		Homophone Go Fish	Word Knowledge		
V.008		Homophone Puzzle	Word Knowledge		
V.040		Context Clues	Words in Context		
C.041		Strategies Game	Monitoring for Understanding		
V.005		Homograph Hook	Word Knowledge		
V.006		Homograph Hoorah!	Word Knowledge		
V.024		All For One	Word Meaning		
V.034		Pun Fun	Words in Context		
LA.4.1.6.10	V.017	Know or No	Word Meaning		
	V.018	Dictionary Cube	Word Meaning		
	V.019	Dictionary Digs	Word Meaning		
	V.020	Word Clues	Word Meaning		
	V.022	Defining Depictions	Word Meaning		
	V.023	Undercover Meanings	Word Meaning		
	V.024	All For One	Word Meaning		
	V.025	Ask-A-Word	Word Meaning		
	V.038	Meaning Extender	Words in Context		
	V.039	Word Share	Words in Context		
	V.041	Get A Clue!	Words in Context		
	V.043	Looking for Meaning	Words in Context		

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## Crosswalk 3 – Sorted By Fourth Grade Standard

Fourth Grade Standard		Activity Number	Activity Name	Subcomponent	DIBELS® Measure	
LA.4.1.6.10 (continued)	V.044	Word Winner	Words in Context			
	C.043	Monitor and Mend	Monitoring for Understanding			
LA.4.1.7.1	C.014	Text Feature Find	Expository Text Structure			
	C.016	Distinguishing Details	Expository Text Structure			
LA.4.1.7.2	C.026	Fact or Opinion Game	Text Analysis			
	C.027	Matter of Fact or Opinion	Text Analysis			
	C.030	What's the Purpose?	Text Analysis			
	C.031	Inquisitive Inquiries	Text Analysis			
	C.036	Answer Know-How	Monitoring for Understanding			
	C.004	The Main Events	Narrative Text Structure			
LA.4.1.7.3	C.005	Plotting the Plot	Narrative Text Structure			
	C.006	Plot Plan	Narrative Text Structure			
	C.011	Reread Recap	Narrative Text Structure			
	C.012	Reread Review	Narrative Text Structure			
	C.013	Summary Step-Up	Narrative Text Structure			
	C.015	Detail Delight	Expository Text Structure			
	C.016	Distinguishing Details	Expository Text Structure			
	C.017	Main Idea Mania	Expository Text Structure			
	C.018	What's the Big Idea?	Expository Text Structure			
	C.019	In My Own Words	Expository Text Structure			
	C.020	Super Summary	Expository Text Structure			
	C.024	Research Roundup	Expository Text Structure			
	C.028	More Incredible Inferences	Text Analysis			
	C.029	Inference Innovations	Text Analysis			
LA.4.1.7.4	C.034	Agree to Disagree	Monitoring for Understanding			
	C.035	Plenty of Predictions	Monitoring for Understanding			
	C.037	Question Cards	Monitoring for Understanding			
	C.038	Stop and Ask	Monitoring for Understanding			
	C.039	Question Creation	Monitoring for Understanding			
	C.040	Sum-thing Special	Monitoring for Understanding			
	C.041	Strategies Game	Monitoring for Understanding			
	C.042	Read and Respond	Monitoring for Understanding			
	C.044	Strategy Success	Monitoring for Understanding			
	C.021	Write Cause or Effect	Expository Text Structure			
	C.023	Text Structure Reflection	Expository Text Structure			
	LA.4.1.7.5	C.022	Text Structure Sort	Expository Text Structure		
		C.023	Text Structure Reflection	Expository Text Structure		
		C.036	Answer Know-How	Monitoring for Understanding		

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## Crosswalk 3 – Sorted By Fourth Grade Standard

Fouth Grade Standard	Activity Number	Activity Name	Subcomponent	DIBELS® Measure
LA.4.1.7.6	C.008	Story Element Ease	Narrative Text Structure	
	C.010	Side-by-Side Stories	Narrative Text Structure	
	C.008	Story Element Ease	Narrative Text Structure	
	C.010	Side-by-Side Stories	Narrative Text Structure	
LA.4.1.7.8	C.034	Agree to Disagree	Monitoring for Understanding	
	C.035	Plenty of Predictions	Monitoring for Understanding	
	C.036	Answer Know-How	Monitoring for Understanding	
	C.037	Question Cards	Monitoring for Understanding	
	C.038	Stop and Ask	Monitoring for Understanding	
	C.039	Question Creation	Monitoring for Understanding	
	C.040	Sum-thing Special	Monitoring for Understanding	
	C.041	Strategies Game	Monitoring for Understanding	
	C.042	Read and Respond	Monitoring for Understanding	
	C.043	Monitor and Mend	Monitoring for Understanding	
	C.044	Strategy Success	Monitoring for Understanding	
	C.025	Fiction and Nonfiction Find	Text Analysis	
LA.4.2.1.1	C.001	Character Consideration	Narrative Text Structure	
	C.002	Character Connections	Narrative Text Structure	
	C.003	Check-A-Trait	Narrative Text Structure	
	C.005	Plotting the Plot	Narrative Text Structure	
	C.006	Plot Plan	Narrative Text Structure	
	C.007	Story Pieces	Narrative Text Structure	
	C.008	Story Element Ease	Narrative Text Structure	
	C.009	Story Mapping	Narrative Text Structure	
	C.010	Side-by-Side Stories	Narrative Text Structure	
	C.011	Retell Recap	Narrative Text Structure	
	C.012	Retell Review	Narrative Text Structure	
	C.013	Summary Step-Up	Narrative Text Structure	
	LA.4.2.1.5	C.010	Side-by-Side Stories	Narrative Text Structure
C.032		What Do You Know?	Monitoring for Understanding	
C.033		Background Check	Monitoring for Understanding	
C.037		Question Cards	Monitoring for Understanding	
C.042		Read and Respond	Monitoring for Understanding	
C.004		The Main Events	Narrative Text Structure	
C.007		Story Pieces	Narrative Text Structure	
LA.4.2.1.6	C.007	Story Pieces	Narrative Text Structure	
	C.009	Story Mapping	Narrative Text Structure	
LA.4.2.1.7	C.031	Inquisitive Inquiries	Text Analysis	
	C.014	Text Feature Find	Expository Text Structure	
LA.4.2.2.1	C.016	Distinguishing Details	Expository Text Structure	

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Fourth Grade Standard		Activity Number	Activity Name	Subcomponent	DIBELS® Measure
LA.4.2.2.2	C.015	Detail Delight	Expository Text Structure		
	C.016	Distinguishing Details	Expository Text Structure		
	C.017	Main Idea Mania	Expository Text Structure		
	C.018	What's the Big Idea?	Expository Text Structure		
	C.020	Super Summary	Expository Text Structure		
	C.024	Research Roundup	Expository Text Structure		
	C.034	Agree to Disagree	Monitoring for Understanding		
	C.035	Plenty of Predictions	Monitoring for Understanding		
	C.037	Question Cards	Monitoring for Understanding		
	C.038	Stop and Ask	Monitoring for Understanding		
	C.039	Question Creation	Monitoring for Understanding		
	C.040	Sum-thing Special	Monitoring for Understanding		
	C.041	Strategies Game	Monitoring for Understanding		
	C.042	Read and Respond	Monitoring for Understanding		
LA.4.2.2.3	C.017	Main Idea Mania	Expository Text Structure		
	C.018	What's the Big Idea?	Expository Text Structure		
	C.020	Super Summary	Expository Text Structure		
	C.040	Sum-thing Special	Monitoring for Understanding		

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## Crosswalk 4 – Sorted By Fifth Grade Standard

Fifth Grade Standard	Activity Number	Activity Name	Subcomponent	DIBELS® Measure	
LA.5.1.4.1	AP.001	Homophone Bingo!	Variant Correspondences		
	AP.002	Domino Duo	Variant Correspondences		
	AP.003	Sound Choice	Variant Correspondences		
	AP.004	Double Time	Variant Correspondences		
	AP.005	Star Search	Variant Correspondences		
	AP.006	Word-O-Matic	Variant Correspondences		
	AP.007	The Write Word	Variant Correspondences		
	AP.012	Syllable Map-It	Syllable Patterns	ORF	
	AP.015	Inflection Reflection	Morpheme Structures	ORF	
	LA.5.1.4.2	AP.008	Syllable Game	Syllable Patterns	ORF
		AP.009	Syllable Score	Syllable Patterns	ORF
		AP.010	Syllable Sort	Syllable Patterns	ORF
		AP.011	Syllable Swap	Syllable Patterns	ORF
		AP.012	Syllable Map-It	Syllable Patterns	ORF
		AP.013	Select Syllables	Syllable Patterns	ORF
AP.014		Compound Construction	Morpheme Structures	ORF	
AP.015		Inflection Reflection	Morpheme Structures	ORF	
AP.016		Affix Sort	Morpheme Structures	ORF	
AP.017		Four Word	Morpheme Structures	ORF	
AP.018		Affix Fit	Morpheme Structures	ORF	
AP.019		Embellished Words	Morpheme Structures	ORF	
AP.020		Root Hoot	Morpheme Structures	ORF	
AP.021		If the Clue Fits	Morpheme Structures	ORF	
AP.022		Word Way	Morpheme Structures	ORF	
LA.5.1.4.3		F.001	Speedy Syllables	Word Parts	ORF
	F.002	Affix Wiz	Word Parts	ORF	
	F.003	Root Rap	Word Parts	ORF	
	F.004	Word Part Rush	Word Parts	ORF	
LA.5.1.4.3	AP.008	Syllable Game	Syllable Patterns	ORF	
	AP.009	Syllable Score	Syllable Patterns	ORF	
	AP.010	Syllable Sort	Syllable Patterns	ORF	
	AP.011	Syllable Swap	Syllable Patterns	ORF	
	AP.012	Syllable Map-It	Syllable Patterns	ORF	
	AP.013	Select Syllables	Syllable Patterns	ORF	
	AP.014	Compound Construction	Morpheme Structures	ORF	
	AP.015	Inflection Reflection	Morpheme Structures	ORF	
	AP.016	Affix Sort	Morpheme Structures	ORF	

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## Crosswalk 4 – Sorted By Fifth Grade Standard

Fifth Grade Standard	Activity Number	Activity Name	Subcomponent	DIBELS® Measure
LA.5.1.4.3 (continued)	AP.017	Four Word	Morpheme Structures	ORF
	AP.018	Affix Fit	Morpheme Structures	ORF
	AP.019	Embellished Words	Morpheme Structures	ORF
	AP.020	Root Hoot	Morpheme Structures	ORF
	AP.021	If the Clue Fits	Morpheme Structures	ORF
	AP.022	Word Way	Morpheme Structures	ORF
LA.5.1.5.1	F.001	Speedy Syllables	Word Parts	ORF
	F.002	Affix Wiz	Word Parts	ORF
	F.003	Root Rap	Word Parts	ORF
	F.004	Word Part Rush	Word Parts	ORF
	F.005	Quick Sort	Words	ORF
	F.006	Give Me Five	Words	ORF
	F.007	Read Speed	Words	ORF
	F.008	Quick Words	Words	ORF
	F.009	Fleeting Phrases	Phrases	ORF
	F.010	Phrase Haste	Phrases	ORF
	F.011	Reading Chunks	Chunked Text	ORF
	F.012	Division Decisions	Chunked Text	ORF
	F.013	Chunk It Up	Chunked Text	ORF
	F.014	Practice and Read	Connected Text	ORF
	F.015	Reading Twosome	Connected Text	ORF
LA.5.1.5.2	F.016	Reading Results	Connected Text	ORF
	F.017	Echo Echo	Connected Text	ORF
	F.018	Follow My Lead	Connected Text	ORF
	F.019	Cast of Readers	Connected Text	ORF
	F.020	Impressive Expressive	Connected Text	ORF
	F.021	Poetic License	Connected Text	ORF
	F.022	Compu-Read	Connected Text	ORF
	F.023	Read Along	Connected Text	ORF
	F.024	Fluent Reflections	Connected Text	ORF
	F.009	Fleeting Phrases	Phrases	ORF
	F.010	Phrase Haste	Phrases	ORF
	F.011	Reading Chunks	Chunked Text	ORF
	F.012	Division Decisions	Chunked Text	ORF
	F.013	Chunk It Up	Chunked Text	ORF
	F.014	Practice and Read	Connected Text	ORF
F.015	Reading Twosome	Connected Text	ORF	

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Fifth Grade Standard	Activity Number	Activity Name	Subcomponent	DIBELS® Measure
LA.5.1.5.2 (continued)	F.016	Reading Results	Connected Text	ORF
	F.017	Echo Echo	Connected Text	ORF
	F.018	Follow My Lead	Connected Text	ORF
	F.019	Cast of Readers	Connected Text	ORF
	F.020	Impressive Expressive	Connected Text	ORF
	F.021	Poetic License	Connected Text	ORF
	F.022	Compu-Read	Connected Text	ORF
	F.023	Read Along	Connected Text	ORF
LA.5.1.6.1	F.024	Fluent Reflections	Connected Text	ORF
	C.043	Monitor and Mend	Monitoring for Understanding	
LA.5.1.6.2	C.044	Strategy Success	Monitoring for Understanding	
	V.021	What Do You Mean?	Word Meaning	
	V.025	Ask-A-Word	Word Meaning	
	V.037	Choice Meanings	Words in Context	
	V.038	Meaning Extender	Words in Context	
	V.039	Word Share	Words in Context	
	V.041	Get A Clue!	Words in Context	
	V.037	Choice Meanings	Words in Context	
	V.039	Word Share	Words in Context	
	V.040	Context Clues	Words in Context	
LA.5.1.6.3	V.041	Get A Clue!	Words in Context	
	V.042	Cloze Encounters	Words in Context	
	V.043	Looking for Meaning	Words in Context	
	V.044	Word Winner	Words in Context	
	C.043	Monitor and Mend	Monitoring for Understanding	
	C.044	Strategy Success	Monitoring for Understanding	
	V.028	Category Clues	Word Analysis	
	V.029	Category Tag	Word Analysis	
LA.5.1.6.4	V.030	Category Creations	Word Analysis	
	V.031	Compare Extraordinaire	Word Analysis	
	V.032	Now Featuring	Word Analysis	
	V.033	Analogy Soccer	Word Analysis	
	V.017	Know or No	Word Meaning	
LA.5.1.6.5	V.027	Worn-Out Words	Word Analysis	
	V.036	Up With Words	Words in Context	
	V.001	Synonym Bingo!	Word Knowledge	
LA.5.1.6.6	V.004	Synonym-Antonym Creations	Word Knowledge	

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## Crosswalk 4 – Sorted By Fifth Grade Standard

Fifth Grade Standard	Activity Number	Activity Name	Subcomponent	DIBELS® Measure	
LA.5.1.6.6 (continued)	V.026	Word-by-Word	Word Analysis		
	V.027	Worn-Out Words	Word Analysis		
	V.035	Hink Pink Think!	Words in Context		
	V.036	Up With Words	Words in Context		
LA.5.1.6.7	V.009	Affix Concentration	Morphemic Elements		
	V.010	Meaningful Affixes	Morphemic Elements		
	V.011	Word Dissect	Morphemic Elements		
	V.012	Make It Meaningful	Morphemic Elements		
	V.013	Affix Game	Morphemic Elements		
	V.014	Rooting for Meaning!	Morphemic Elements		
	V.015	Getting to the Root of It	Morphemic Elements		
	V.016	Root-O!	Morphemic Elements		
	V.043	Looking for Meaning	Words in Context		
	V.044	Word Winner	Words in Context		
	LA.5.1.6.8	V.001	Synonym Bingo!	Word Knowledge	
		V.002	Antonym Dominoes	Word Knowledge	
		V.003	Antonym Concentration	Word Knowledge	
		V.004	Synonym-Antonym Creations	Word Knowledge	
V.005		Homograph Hook	Word Knowledge		
V.006		Homograph Hoorah!	Word Knowledge		
V.007		Homophone Go Fish	Word Knowledge		
V.008		Homophone Puzzle	Word Knowledge		
V.040		Context Clues	Words in Context		
C.041		Strategies Game	Monitoring for Understanding		
V.005		Homograph Hook	Word Knowledge		
V.006		Homograph Hoorah!	Word Knowledge		
V.024		All For One	Word Meaning		
V.034		Pun Fun	Words in Context		
LA.5.1.6.10	V.017	Know or No	Word Meaning		
	V.018	Dictionary Cube	Word Meaning		
	V.019	Dictionary Digs	Word Meaning		
	V.020	Word Clues	Word Meaning		
	V.022	Defining Depictions	Word Meaning		
	V.023	Undercover Meanings	Word Meaning		
	V.024	All For One	Word Meaning		
	V.025	Ask-A-Word	Word Meaning		
	V.038	Meaning Extender	Words in Context		

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## Crosswalk 4 – Sorted By Fifth Grade Standard

Fifth Grade Standard	Activity Number	Activity Name	Subcomponent	DIBELS® Measure
LA.5.1.6.10 (continued)	V.039	Word Share	Words in Context	
	V.041	Get A Clue!	Words in Context	
	V.043	Looking for Meaning	Words in Context	
	V.044	Word Winner	Words in Context	
LA.5.1.6.11	C.043	Monitor and Mend	Monitoring for Understanding	
	V.009	Affix Concentration	Morphemic Elements	
	V.010	Meaningful Affixes	Morphemic Elements	
	V.011	Word Dissect	Morphemic Elements	
	V.012	Make It Meaningful	Morphemic Elements	
	V.013	Affix Game	Morphemic Elements	
	V.014	Rooting for Meaning!	Morphemic Elements	
	V.015	Getting to the Root of It	Morphemic Elements	
	V.016	Root-O!	Morphemic Elements	
	V.043	Looking for Meaning	Words in Context	
LA.5.1.7.1	V.044	Word Winner	Words in Context	
	C.014	Text Feature Find	Expository Text Structure	
LA.5.1.7.2	C.016	Distinguishing Details	Expository Text Structure	
	C.032	What Do You Know?	Monitoring for Understanding	
	C.033	Background Check	Monitoring for Understanding	
	C.026	Fact or Opinion Game	Text Analysis	
	C.027	Matter of Fact or Opinion	Text Analysis	
	C.030	What's the Purpose?	Text Analysis	
	C.031	Inquisitive Inquiries	Text Analysis	
	C.036	Answer Know-How	Monitoring for Understanding	
LA.5.1.7.3	C.004	The Main Events	Narrative Text Structure	
	C.005	Plotting the Plot	Narrative Text Structure	
	C.006	Plot Plan	Narrative Text Structure	
	C.011	Retell Recap	Narrative Text Structure	
	C.012	Retell Review	Narrative Text Structure	
	C.013	Summary Step-Up	Narrative Text Structure	
	C.015	Detail Delight	Expository Text Structure	
	C.016	Distinguishing Details	Expository Text Structure	
	C.017	Main Idea Mania	Expository Text Structure	
	C.018	What's the Big Idea?	Expository Text Structure	
	C.019	In My Own Words	Expository Text Structure	
	C.020	Super Summary	Expository Text Structure	
C.024	Research Roundup	Expository Text Structure		

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## Crosswalk 4 – Sorted By Fifth Grade Standard

Fifth Grade Standard	Activity Number	Activity Name	Subcomponent	DIBELS® Measure	
LA.5.1.7.3 (continued)	C.028	More Incredible Inferences	Text Analysis		
	C.029	Inference Innovations	Text Analysis		
	C.034	Agree to Disagree	Monitoring for Understanding		
	C.035	Plenty of Predictions	Monitoring for Understanding		
	C.037	Question Cards	Monitoring for Understanding		
	C.038	Stop and Ask	Monitoring for Understanding		
	C.039	Question Creation	Monitoring for Understanding		
	C.040	Sum-thing Special	Monitoring for Understanding		
	C.041	Strategies Game	Monitoring for Understanding		
	C.042	Read and Respond	Monitoring for Understanding		
	C.044	Strategy Success	Monitoring for Understanding		
	LA.5.1.7.4	C.021	Write Cause or Effect	Expository Text Structure	
	LA.5.1.7.5	C.023	Text Structure Reflection	Expository Text Structure	
		C.022	Text Structure Sort	Expository Text Structure	
C.023		Text Structure Reflection	Expository Text Structure		
C.036		Answer Know-How	Monitoring for Understanding		
LA.5.1.7.6	C.008	Story Element Ease	Narrative Text Structure		
	C.010	Side-by-Side Stories	Narrative Text Structure		
LA.5.1.7.7	C.008	Story Element Ease	Narrative Text Structure		
	C.010	Side-by-Side Stories	Narrative Text Structure		
LA.5.1.7.8	C.034	Agree to Disagree	Monitoring for Understanding		
	C.035	Plenty of Predictions	Monitoring for Understanding		
	C.036	Answer Know-How	Monitoring for Understanding		
	C.037	Question Cards	Monitoring for Understanding		
	C.038	Stop and Ask	Monitoring for Understanding		
	C.039	Question Creation	Monitoring for Understanding		
	C.040	Sum-thing Special	Monitoring for Understanding		
	C.041	Strategies Game	Monitoring for Understanding		
LA.5.2.1.1	C.042	Read and Respond	Monitoring for Understanding		
	C.043	Monitor and Mend	Monitoring for Understanding		
LA.5.2.1.2	C.044	Strategy Success	Monitoring for Understanding		
	C.025	Fiction and Nonfiction Find	Text Analysis		
	C.001	Character Consideration	Narrative Text Structure		
	C.002	Character Connections	Narrative Text Structure		
	C.003	Check-A-Trait	Narrative Text Structure		
	C.005	Plotting the Plot	Narrative Text Structure		
	C.006	Plot Plan	Narrative Text Structure		

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## Crosswalk 4 – Sorted By Fifth Grade Standard

Fifth Grade Standard	Activity Number	Activity Name	Subcomponent	DIBELS® Measure
LA.5.2.1.2 (continued)	C.007	Story Pieces	Narrative Text Structure	
	C.008	Story Element Ease	Narrative Text Structure	
	C.009	Story Mapping	Narrative Text Structure	
	C.010	Side-by-Side Stories	Narrative Text Structure	
	C.011	Retell Recap	Narrative Text Structure	
	C.012	Retell Review	Narrative Text Structure	
	C.013	Summary Step-Up	Narrative Text Structure	
	C.010	Side-by-Side Stories	Narrative Text Structure	
	C.032	What Do You Know?	Monitoring for Understanding	
	C.033	Background Check	Monitoring for Understanding	
	C.037	Question Cards	Monitoring for Understanding	
C.042	Read and Respond	Monitoring for Understanding		
LA.5.2.1.6	C.004	The Main Events	Narrative Text Structure	
	C.007	Story Pieces	Narrative Text Structure	
	C.009	Story Mapping	Narrative Text Structure	
LA.5.2.1.7	C.031	Inquisitive Inquiries	Text Analysis	
LA.5.2.2.1	C.014	Text Feature Find	Expository Text Structure	
	C.016	Distinguishing Details	Expository Text Structure	
LA.5.2.2.2	C.015	Detail Delight	Expository Text Structure	
	C.016	Distinguishing Details	Expository Text Structure	
	C.017	Main Idea Mania	Expository Text Structure	
	C.018	What's the Big Idea?	Expository Text Structure	
	C.020	Super Summary	Expository Text Structure	
	C.024	Research Roundup	Expository Text Structure	
	C.034	Agree to Disagree	Monitoring for Understanding	
	C.035	Plenty of Predictions	Monitoring for Understanding	
	C.037	Question Cards	Monitoring for Understanding	
	C.038	Stop and Ask	Monitoring for Understanding	
C.039	Question Creation	Monitoring for Understanding		
C.040	Sum-thing Special	Monitoring for Understanding		
C.041	Strategies Game	Monitoring for Understanding		
C.042	Read and Respond	Monitoring for Understanding		
LA.5.2.2.3	C.017	Main Idea Mania	Expository Text Structure	
	C.018	What's the Big Idea?	Expository Text Structure	
	C.020	Super Summary	Expository Text Structure	
	C.040	Sum-thing Special	Monitoring for Understanding	

### Glossary

**Accuracy:** Degree to which words are read correctly.

**Academically Engaged:** Participation 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 (e.g., 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 \_\_\_\_\_ or cat : kitten :: dog : \_\_\_\_\_).

**Antonym:** A word opposite in meaning to another word.

**Automaticity:** Reading without conscious effort or attention to decoding.

**Background Knowledge:** The knowledge and experience that readers bring to the text (also referred to as prior knowledge).

**Base Word:** A unit of meaning that can stand alone as a whole word (e.g., serve, fortune). 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.

**Choral Reading:** Type of supported reading when groups of children read the same text aloud (can consist of a leader and others reading the same text at the same time).

**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 students 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:** 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.

**Compound Words:** Two or more words that combine to make a new word.

**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 Test:** Test that 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:** Two consecutive letters that represent one phoneme or 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).

**Echo Reading:** Type of supported reading in which one person reads a piece of text (e.g., phrase, sentence, paragraph) and partner rereads same text “echoing” the phrasing and prosody.

**Empirical Research:** 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’).

**Explicit Instruction:**

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.

**Fix-up Strategy:** Techniques used to restore meaning when comprehension breaks down (e.g., reread, change rate of reading, identify unknown words).

**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.

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

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

**Frustrational Reading Level:** The level at which a reader reads at less than 90% accuracy (i.e., one or more errors per every 10 words read). Frustration level text is difficult text for the reader.

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

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**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” (e.g., 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 every 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.

**Inference:** Conclusion, judgment, or meaning that is made as a result of connecting what is in the text with what is in the mind.

**Inflection:** See inflectional suffix.

**Inflectional Suffix:** A suffix that expresses plurality 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 (i.e., -s, -es, -ing, -ed, -er, -est).

**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.

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**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.

**Intervention:** Explicit and systematic instruction tailored to meet the identified needs of struggling readers that is provided by highly skilled teachers in a small pupil-teacher ratio classroom. Teachers 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.

**Intonation:** Changes and patterns in pitch which contribute to the meaning of sentences.

**Letter Combinations:** Also referred to as digraphs, a group of consecutive letters that represents a particular sound 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.

**Mapping:** Matching sounds to letters using a grid.

**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.

**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 (e.g., harbor, attention, respectfully). 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 increases 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

**Onset and Rime:** In a syllable or word, 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). Some words or syllables have rimes and no onsets (e.g., usher contains rimes only, ush-er).

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

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**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 rate at which a lesson moves. 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.

**Paraphrase:** To restate text or something spoken in different words without changing the meaning (often for the purpose of clarification).

**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.

**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:** The knowledge and experience that readers bring to the text (also referred to as background knowledge).

**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.

**R-controlled Vowel:** Vowel followed by r which changes the pronunciation of the vowel.

**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.

**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:

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

**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 or Greek 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.

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**Semantic Feature Analysis:** Use of 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.

**Signal Words:** A word that gives a clue about how ideas in text are related or how the text is organized.

**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 the 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 Patterns:** See syllable types.

**Syllable Types:** There are six syllable types.

1. Closed: cat, cobweb
2. Open: he, silo
3. Vowel-consonant-e (VCE): like, milestone
4. Consonant-le: 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 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.

**Text Features:** Parts of expository text which make the text more accessible to the reader (e.g., table of contents, sequence, format, charts, graphs, illustrations, print variations, glossary, index).

**Text Structure:** Method of organizing text in order to communicate content (e.g., cause and effect, problem and solution, question and answer, compare and contrast, description, or sequence).

**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). Also referred to as a vowel team.

**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 (e.g., decoding, analyzing meaningful parts of words, using analogy, using context clues, using a dictionary, glossary, or other resources).

**Word Parts:** Letters, onsets, rimes, and syllables that combine to form 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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## Resources

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