

Teacher Resource Guide

2-3 Student Center Activities Crosswalk

Introduction

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

The crosswalks are sorted by:

1. Activity Number and Subcomponent
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 GLE
4. Third Grade GLE

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 letter-sound 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.

Teacher Resource Guide

Crosswalk – Sorted By Activity Number and Subcomponent

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|------------------------------|---------------------------------|------------------|--|
| | | | Second Grade GLE | Third Grade GLE |
| PA.001 | Initial Phoneme Picture Sort | Phoneme Matching | ISF PSF | |
| PA.002 | Match Maker | Phoneme Matching | ISF PSF | |
| 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 | 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* | |
| P.001 | Letter-Sound Match | Letter-Sound Correspondence | NWF | |
| P.002 | Word Blender | Letter-Sound Correspondence | NWF* | LA.A.1.2.2.1 LA.A.1.2.2.2 LA.D.1.1.2.1 |
| P.003 | Digraph Roll-A-Word | Letter-Sound Correspondence | NWF* | LA.A.1.2.2.1 LA.A.1.2.2.2 LA.D.1.1.2.1 |
| P.004 | Digraph Bingo! | Letter-Sound Correspondence | NWF* | |
| P.005 | Change My Word | Letter-Sound Correspondence | NWF* | LA.A.1.2.2.1 LA.A.1.2.2.2 LA.D.1.1.2.1 |
| P.006 | Map-A-Word | Letter-Sound Correspondence | NWF* | LA.A.1.2.2.1 LA.A.1.2.2.3.1 |
| P.007 | Word Spinners | Letter-Sound Correspondence | NWF* | LA.A.1.2.2.1 LA.A.1.2.2.3.1 |
| P.008 | Jumping Words | High Frequency Words | ORF | |
| P.009 | Word Concentration | High Frequency Words | ORF | |

Teacher Resource Guide

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|-----------------|---------------------------------------|-----------------------------|------------------|--|-----------------|
| | | | Second Grade GLE | Third Grade GLE | Third Grade GLE |
| P.010 | Say and Spell | High Frequency Words | ORF | | |
| P.011 | Word Crazy | High Frequency Words | ORF | | |
| P.012 | Knoll Stroll | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.013 | Giraffes, Goats, Cats, and Centipedes | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.014 | Roll and Read | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.015 | Short and Long | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.016 | How Many Words? | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.017 | Same but Different | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.018 | Fishing for Vowel Digraphs | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.019 | Vowel Digraph Baseball | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.020 | Spell and Sort | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.021 | Jar Sort | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.022 | Word Stars | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.023 | "R" Caterpillars | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.024 | Diphthong-O | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.025 | Sight and Sound Scout | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.026 | Sounds of Silence | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.027 | Beanstalk Climb | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.028 | Wild Word Dominoes | Variant Correspondences | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.029 | Syllables, Words, and Pictures | Syllable Patterns | ORF | | |
| P.030 | Syllable Scoops | Syllable Patterns | ORF | | |
| P.031 | Syllable Snake | Syllable Patterns | ORF | | |
| P.032 | Syllable Cut-Ups | Syllable Patterns | ORF | | |
| P.033 | Map and Swoop | Syllable Patterns | ORF | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.034 | Six-Way Syllable Sort | Syllable Patterns | ORF | | |
| P.035 | Syllable Trivia | Syllable Patterns | ORF | | |
| P.036 | Syllable Share | Syllable Patterns | ORF | | |
| P.037 | Compound Concentration | Morpheme Structures | ORF | | |
| P.038 | Word Plus | Morpheme Structures | ORF | | |
| P.039 | Covering the Bases | Morpheme Structures | ORF | LA.A.1.2.2.3 | |
| P.040 | Parting Words | Morpheme Structures | ORF | LA.A.1.2.2.3 | |
| P.041 | Affix Hunt | Morpheme Structures | ORF | LA.A.1.2.2.3 | |
| P.042 | Front or Back | Morpheme Structures | ORF | LA.A.1.2.2.3 | |
| P.043 | Base Word Sort | Morpheme Structures | ORF | LA.A.1.2.2.3 | |
| P.044 | Word Construction | Morpheme Structures | ORF | LA.A.1.2.2.3 | |
| F.001 | Letter-Sound Mix-Up | Letter-Sound Correspondence | NWF | | |
| F.002 | Digraph and Diphthong Dash | Letter-Sound Correspondence | NWF* | | |
| F.003 | 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 |
| F.004 | Syllable Sprint | Word Parts | NWF* | | |
| F.005 | Syllable Speed Practice | Word Parts | ORF | | |
| F.006 | Pick-A-Part | Word Parts | NWF* | LA.A.1.2.2.1 | LA.A.1.2.2.3.1 |

Teacher Resource Guide

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|-----------------|-----------------------------|--------------------|------------------|--|--|
| | | | Second Grade GLE | Third Grade GLE | Third Grade GLE |
| F.007 | Affix Zip | Word Parts | NWF* ORF | LA.A.1.1.2.2.3 | LA.A.1.2.2.3.1 |
| F.008 | Word Family Zoom | Words | NWF* 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 |
| F.009 | Pass the Word | Words | ORF | | |
| F.010 | Word Sprint | Words | ORF | | |
| F.011 | Word Speed Practice | Words | ORF | | |
| F.012 | Fluent Phrasing | Phrases | ORF | LA.A.2.1.2.2.2 | |
| F.013 | Fast Phrases | Phrases | ORF | | |
| F.014 | Phrase Speed Practice | Phrases | ORF | | |
| F.015 | Phrase Progression | Phrases | ORF | | |
| F.016 | Chunk-King | Chunked Text | ORF | LA.A.2.1.2.2.2 | |
| F.017 | Chunk-A-Lot | Chunked Text | ORF | LA.A.2.1.2.2.2 | |
| F.018 | Chunky Passages | Chunked Text | ORF | LA.A.2.1.2.2.2 | |
| F.019 | Chunk It! | Chunked Text | ORF | LA.A.2.1.2.2.2 | |
| F.020 | Listen and Read | Connected Text | ORF | LA.A.2.1.2.2.2 | |
| F.021 | Reading Wiz | Connected Text | ORF | LA.A.2.1.2.2.2 | |
| F.022 | Two to Read | Connected Text | ORF | | |
| F.023 | All Together Now | Connected Text | ORF | | |
| F.024 | I Read, You Read | Connected Text | ORF | | |
| F.025 | Read and Read Again | Connected Text | ORF | | |
| F.026 | Play it Up! | Connected Text | ORF | LA.A.2.1.2.2.2 | |
| F.027 | Copy Cat! | Connected Text | ORF | LA.A.2.1.2.2.2 | |
| F.028 | Poetry Reading | Connected Text | ORF | LA.A.2.1.2.2.2 | |
| F.029 | Rapid Read | Connected Text | ORF | LA.A.2.1.2.2.2 | |
| F.030 | Listen To Me | Connected Text | ORF | LA.A.2.1.2.2.2 | |
| V.001 | Contraction Bingo! | Word Knowledge | | LA.A.1.1.3.2.4 | LA.A.1.2.3.3.1 |
| V.002 | Synonym Dominoes | Word Knowledge | | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| V.003 | Opposites Attract | Word Knowledge | | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| V.004 | Synonym-Antonym Connections | Word Knowledge | | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| V.005 | Abbreviation Match-Up | Word Knowledge | | | |
| V.006 | 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 |
| V.007 | Homograph Hitch | Word Knowledge | | LA.A.1.1.3.2.1 | LA.A.1.2.2.3.4 |
| V.008 | 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.A.1.2.3.3.1 |
| V.009 | Compound Word Trivia | Morphemic Elements | | LA.A.1.1.3.2.3 | LA.A.1.2.2.3.4 LA.A.1.2.3.3.1 |
| V.010 | Affix Match | Morphemic Elements | | LA.A.1.1.3.2.3 | LA.A.1.2.2.3.4 LA.A.1.2.3.3.1 |
| V.011 | 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 |
| V.012 | Build-A-Word | Morphemic Elements | | LA.A.1.1.2.2.3 LA.A.1.1.3.2.3 | LA.A.1.2.2.3.4 LA.A.1.2.3.3.1 |

Teacher Resource Guide

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| | | | Second Grade GLE | Third Grade GLE | Third Grade GLE |
| V.013 | Sentence Match | Morphemic Elements | LA.A.1.1.2.2.3 LA.A.1.1.3.2.3 | LA.A.1.2.2.3.4 LA.A.1.2.3.3.1 | LA.A.1.2.2.3.4 LA.A.1.2.3.3.1 |
| V.014 | 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.A.1.2.2.3.4 LA.A.1.2.3.3.1 |
| V.015 | 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.A.1.2.3.3.2 LA.A.1.2.3.3.3 |
| V.016 | 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.A.1.2.3.3.3 LA.A.2.2.8.3.1 |
| V.017 | 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.A.1.2.3.3.3 LA.A.2.2.8.3.1 |
| V.018 | 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.A.1.2.3.3.3 LA.A.2.2.8.3.1 |
| V.019 | 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.A.1.2.2.3.4 LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 |
| V.020 | Extreme Words | Word Analysis | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 | LA.A.1.2.2.3.4 |
| V.021 | Word Wake-Up | Word Analysis | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 | LA.A.1.2.2.3.4 |
| V.022 | Category Cube | Word Analysis | | | |
| V.023 | Category Sort | Word Analysis | | | |
| V.024 | Meaning Map | Word Analysis | LA.A.1.1.3.2.6 LA.A.2.1.5.2.1 | LA.A.1.2.3.3.2 LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 | LA.A.1.2.3.3.2 LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 |
| V.025 | Concept Connection | Word Analysis | | | |
| V.026 | Alike and Different | Word Analysis | | | |
| V.027 | Attribute Analysis | Word Analysis | | | |
| V.028 | Analogy Basketball | Word Analysis | | | |
| V.029 | Analogy Action | Word Analysis | | | |
| V.030 | Word Filler | Words in Context | | | |
| V.031 | What-A-Word | Words in Context | LA.A.1.1.2.2.6 | LA.A.1.2.2.3.2 | LA.A.1.2.2.3.2 |
| 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.A.1.2.2.3.4 |
| 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.A.1.2.2.3.2 LA.A.1.2.2.3.4 |
| V.034 | Word Express | Words in Context | | | |
| 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.A.2.2.8.3.1 |
| V.036 | Word Why | Words in Context | | | |
| V.037 | Ask-Explain-List | Words in Context | | | |

Teacher Resource Guide

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| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | |
|-----------------|---------------------------|--------------------------|------------------|-----------------|-----------------|
| | | | Second Grade GLE | Third Grade GLE | Third Grade GLE |
| C.001 | Character Characteristics | Narrative Text Structure | LA.A.1.1.2.2.4 | LA.A.1.2.1.3.1 | LA.A.1.2.1.3.1 |
| | | | LA.A.1.1.4.2.1 | LA.A.1.2.4.3.1 | LA.A.1.2.4.3.1 |
| C.002 | Compare-A-Character | Narrative Text Structure | LA.A.2.1.1.2.1 | LA.A.2.2.1.3.1 | LA.A.2.2.1.3.1 |
| | | | LA.A.2.1.1.2.2 | LA.A.2.2.5.3.1 | LA.A.2.2.5.3.1 |
| C.003 | Story Line-Up | Narrative Text Structure | LA.A.2.1.1.2.3 | LA.E.1.2.2.3.3 | LA.E.1.2.2.3.3 |
| | | | LA.E.1.1.2.2.1 | LA.E.1.2.3.3.1 | LA.E.1.2.3.3.1 |
| C.004 | Story Book | Narrative Text Structure | LA.A.1.1.2.2.4 | LA.A.2.2.1.3.1 | LA.A.2.2.1.3.1 |
| | | | LA.A.1.1.4.2.1 | LA.A.2.2.5.3.1 | LA.A.2.2.5.3.1 |
| C.005 | Story Element Sort | Narrative Text Structure | LA.A.2.1.1.2.2 | LA.E.1.2.2.3.1 | LA.E.1.2.2.3.1 |
| | | | LA.A.2.1.1.2.3 | LA.E.1.2.2.3.2 | LA.E.1.2.2.3.2 |
| C.006 | Story Element Web | Narrative Text Structure | LA.A.2.1.1.2.1 | LA.E.2.2.4.3.1 | LA.E.2.2.4.3.1 |
| | | | LA.E.1.1.2.2.1 | LA.A.1.2.4.3.1 | LA.A.1.2.4.3.1 |
| C.007 | Story Grammar Yammer | Narrative Text Structure | LA.A.1.1.2.2.4 | LA.A.2.2.1.3.1 | LA.A.2.2.1.3.1 |
| | | | LA.A.1.1.4.2.1 | LA.A.2.2.5.3.1 | LA.A.2.2.5.3.1 |
| C.008 | Retell Ring | Narrative Text Structure | LA.A.2.1.1.2.1 | LA.E.1.2.2.3.1 | LA.E.1.2.2.3.1 |
| | | | LA.A.2.1.1.2.2 | LA.E.1.2.2.3.2 | LA.E.1.2.2.3.2 |
| C.008 | Retell Ring | Narrative Text Structure | LA.A.2.1.1.2.3 | LA.E.2.2.4.3.1 | LA.E.2.2.4.3.1 |
| | | | LA.E.1.1.2.2.1 | LA.A.1.2.4.3.1 | LA.A.1.2.4.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Activity Number and Subcomponent

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| | | | Second Grade GLE | Third Grade GLE | Third Grade GLE |
| C.009 | Retell-A-Story | 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.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.1.2.3.3.1 LA.E.1.2.3.3.2 LA.E.1.2.3.3.3 LA.E.2.2.4.3.1 |
| C.010 | Compare-A-Story | 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.2.1.1.2.4 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.1.2.3.3.1 LA.E.1.2.3.3.2 LA.E.1.2.3.3.3 LA.E.2.2.4.3.1 | LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.1.2.3.3.1 LA.E.1.2.3.3.2 LA.E.1.2.3.3.3 LA.E.2.2.4.3.1 |
| C.011 | Book Look | Expository Text Structure | LA.A.1.1.3.2.6 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.2.2.8.3.1 | LA.A.1.2.1.3.1 LA.A.2.2.8.3.1 |
| 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.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 |
| 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.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 |
| 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.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 |
| 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.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 |
| 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.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.2.2.4.3.2 | 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 |

Teacher Resource Guide

Crosswalk – Sorted By Activity Number and Subcomponent

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | |
|-----------------|--------------------------------------|------------------------------|------------------|--|--|
| | | | Second Grade GLE | Third Grade GLE | |
| 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.A.1.1.2.2.4 LA.A.2.1.1.2.3. LA.A.2.1.3.2.1 LA.E.1.1.1.2.1. LA.E.1.1.2.2.1 | LA.A.1.2.1.3.1 |
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| C.018 | Fiction and Nonfiction Review | Text Analysis | | | |
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| C.019 | Fact or Opinion Football | Text Analysis | | | |
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| C.020 | Cause and Effect Match | Text Analysis | | | |
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| C.021 | Compare and Contrast | Text Analysis | | | |
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| C.022 | Incredible Inferences | Text Analysis | | | |
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| C.023 | Persuade, Inform, and Entertain Sort | Text Analysis | | | |
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| C.024 | Background Knowledge Warm-Up | Monitoring for Understanding | | | |
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| C.025 | Anticipation Sort | Monitoring for Understanding | | | |
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| C.026 | Precise Predictions | Monitoring for Understanding | | | |
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| C.027 | Read and Ask | Monitoring for Understanding | | | |
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| C.028 | Question Quest | Monitoring for Understanding | | | |
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Teacher Resource Guide

Crosswalk – Sorted By Activity Number and Subcomponent

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | |
|-----------------|----------------------|------------------------------|--|--|--|
| | | | Second Grade GLE | Third Grade GLE | Third Grade GLE |
| C.029 | Ask and Answer | Monitoring for Understanding | 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.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 | 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 |
| C.030 | Simple Summary | Monitoring for Understanding | LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.3.2.1 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.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 |
| C.031 | Sum Summary! | Monitoring for Understanding | LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.3.2.1 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.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 |
| C.032 | Strategic Strategies | Monitoring for Understanding | LA.A.1.1.2.2.1 LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.3 LA.A.2.1.3.2.1 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 | LA.A.1.2.1.3.1 LA.A.1.2.2.3.3 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.A.1.2.1.3.1 LA.A.1.2.2.3.3 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 |
| C.033 | Reading Repair | Monitoring for Understanding | LA.A.1.1.2.2.1 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.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 |
| 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.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 |

Teacher Resource Guide

Crosswalk – Sorted By DIBELS® Measure

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | |
|-----------------|------------------------------|---------------------------------|------------------|--|----------------|
| | | | Second Grade GLE | Third Grade GLE | |
| 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* | | |
| PA.023 | Phoneme Swap | Phoneme Manipulating | PSF* | | |
| PA.024 | Word Change | Phoneme Manipulating | PSF* | | |
| PA.025 | Sound Changes | Phoneme Manipulating | PSF* | | |
| P.001 | Letter-Sound Match | Letter-Sound Correspondence | NWF | | |
| F.001 | Letter-Sound Mix-Up | Letter-Sound Correspondence | NWF | | |
| P.002 | Word Blender | Letter-Sound Correspondence | 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 |
| P.003 | Digraph Roll-A-Word | Letter-Sound Correspondence | 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 |

Teacher Resource Guide

Crosswalk – Sorted By DIBELS® Measure

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | |
|-----------------|---------------------------------------|-----------------------------|--------------------|--|-----------------|
| | | | Measure | Second Grade GLE | Third Grade GLE |
| 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 |
| P.006 | Map-A-Word | Letter-Sound Correspondence | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.007 | Word Spinners | Letter-Sound Correspondence | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.012 | Knoll Stroll | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.013 | Giraffes, Goats, Cats, and Centipedes | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.014 | Roll and Read | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.015 | Short and Long | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.016 | How Many Words? | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.017 | Same but Different | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.018 | Fishing for Vowel Digraphs | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.019 | Vowel Digraph Baseball | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.020 | Spell and Sort | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.021 | Jar Sort | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.022 | Word Stars | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.023 | "R" Caterpillars | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.024 | Diphthong-O | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.025 | Sight and Sound Scout | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.026 | Sounds of Silence | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.027 | Beanstalk Climb | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.028 | Wild Word Dominoes | Variant Correspondences | NWF* | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| F.002 | Digraph and Diphthong Dash | Letter-Sound Correspondence | NWF* | | |
| F.003 | Word Part Race | Word Parts | 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 |
| F.004 | Syllable Sprint | Word Parts | NWF* (also ORF) | | |
| F.005 | Syllable Speed Practice | Word Parts | NWF* (also ORF) | | |
| F.006 | Pick-A-Part | Word Parts | NWF* (also ORF) | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| F.007 | Affix Zip | Word Parts | NWF* (also ORF) | LA.A.1.1.2.2.3 | LA.A.1.2.2.3.1 |
| F.008 | 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 |
| P.008 | Jumping Words | High Frequency Words | ORF | | |
| P.009 | Word Concentration | High Frequency Words | ORF | | |
| P.010 | Say and Spell | High Frequency Words | ORF | | |
| P.011 | Word Crazy | High Frequency Words | ORF | | |
| P.029 | Syllables, Words, and Pictures | Syllable Patterns | ORF | | |
| P.030 | Syllable Scoops | Syllable Patterns | ORF | | |
| P.031 | Syllable Snake | Syllable Patterns | ORF | | |
| P.032 | Syllable Cut-Ups | Syllable Patterns | ORF | | |

Teacher Resource Guide

Crosswalk – Sorted By DIBELS® Measure

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | Second Grade GLE | Third Grade GLE |
|-----------------|-------------------------|---------------------|--------------------|--|-----------------|
| P.033 | Map and Swoop | Syllable Patterns | ORF | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| P.034 | Six-Way Syllable Sort | Syllable Patterns | ORF | | |
| P.035 | Syllable Trivia | Syllable Patterns | ORF | | |
| P.036 | Syllable Share | Syllable Patterns | ORF | | |
| P.037 | Compound Concentration | Morpheme Structures | ORF | | |
| P.038 | Word Plus | Morpheme Structures | ORF | | |
| P.039 | Covering the Bases | Morpheme Structures | ORF | LA.A.1.1.2.2.3 | |
| P.040 | Parting Words | Morpheme Structures | ORF | LA.A.1.1.2.2.3 | |
| P.041 | Affix Hunt | Morpheme Structures | ORF | LA.A.1.1.2.2.3 | |
| P.042 | Front or Back | Morpheme Structures | ORF | LA.A.1.1.2.2.3 | |
| P.043 | Base Word Sort | Morpheme Structures | ORF | LA.A.1.1.2.2.3 | |
| P.044 | Word Construction | Morpheme Structures | ORF | LA.A.1.1.2.2.3 | |
| F.004 | Syllable Sprint | Word Parts | ORF (also NWF*) | | |
| F.005 | Syllable Speed Practice | Word Parts | ORF (also NWF*) | | |
| F.006 | Pick-A-Part | Word Parts | ORF (also NWF*) | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| F.007 | Affix Zip | Word Parts | ORF (also NWF*) | LA.A.1.1.2.2.3 | LA.A.1.2.2.3.1 |
| F.008 | 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.A.1.2.2.3.1 |
| F.009 | Pass the Word | Words | ORF | | |
| F.010 | Word Sprint | Words | ORF | | |
| F.011 | Word Speed Practice | Words | ORF | | |
| F.012 | Fluent Phrasing | Phrases | ORF | LA.A.2.1.2.2.2 | |
| F.013 | Fast Phrases | Phrases | ORF | | |
| F.014 | Phrase Speed Practice | Phrases | ORF | | |
| F.015 | Phrase Progression | Phrases | ORF | LA.A.2.1.2.2.2 | |
| F.016 | Chunk-King | Chunked Text | ORF | LA.A.2.1.2.2.2 | |
| F.017 | Chunk-A-Lot | Chunked Text | ORF | LA.A.2.1.2.2.2 | |
| F.018 | Chunky Passages | Chunked Text | ORF | LA.A.2.1.2.2.2 | |
| F.019 | Chunk It! | Chunked Text | ORF | LA.A.2.1.2.2.2 | |
| F.020 | Listen and Read | Connected Text | ORF | LA.A.2.1.2.2.2 | |
| F.021 | Reading Wiz | Connected Text | ORF | LA.A.2.1.2.2.2 | |
| F.022 | Two to Read | Connected Text | ORF | | |
| F.023 | All Together Now | Connected Text | ORF | | |
| F.024 | I Read, You Read | Connected Text | ORF | | |
| F.025 | Read and Read Again | Connected Text | ORF | | |
| F.026 | Play It Up! | Connected Text | ORF | LA.A.2.1.2.2.2 | |
| F.027 | Copy Cat! | Connected Text | ORF | LA.A.2.1.2.2.2 | |
| F.028 | Poetry Reading | Connected Text | ORF | LA.A.2.1.2.2.2 | |
| F.029 | Rapid Read | Connected Text | ORF | LA.A.2.1.2.2.2 | |
| F.030 | Listen To Me | Connected Text | ORF | LA.A.2.1.2.2.2 | |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | |
|-----------------|---------------------------------------|------------------------------|------------------|-----------------|--|
| | | | Second Grade GLE | Third Grade GLE | Third Grade GLE |
| C.026 | Precise Predictions | Monitoring for Understanding | LA.A.1.1.2.1 | | LA.A.1.2.1.3.1 LA.A.1.2.1.3.2 LA.A.1.2.2.3.3 LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.5.3.1 LA.E.1.2.2.3.3 |
| C.032 | Strategic Strategies | Monitoring for Understanding | LA.A.1.1.1.2.1 | | LA.A.1.2.1.3.1 LA.A.1.2.2.3.3 LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.5.3.1 |
| C.033 | Reading Repair | Monitoring for Understanding | LA.A.1.1.1.2.1 | | 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.2.5.3.1 |
| C.034 | Show-U-Know | Monitoring for Understanding | LA.A.1.1.1.2.1 | | 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.2.5.3.1 |
| P.002 | Word Blender | Letter-Sound Correspondence | NAF* | | LA.A.1.2.2.3.1 |
| P.003 | Digraph Roll-A-Word | Letter-Sound Correspondence | NAF* | | LA.A.1.2.2.3.1 |
| P.005 | Change My Word | Letter-Sound Correspondence | NAF* | | LA.A.1.2.2.3.1 |
| P.006 | Map-A-Word | Letter-Sound Correspondence | NAF* | | LA.A.1.2.2.3.1 |
| P.007 | Word Spinners | Letter-Sound Correspondence | NAF* | | LA.A.1.2.2.3.1 |
| P.012 | Knoll Stroll | Variant Correspondences | NAF* | | LA.A.1.2.2.3.1 |
| P.013 | Giraffes, Goats, Cats, and Centipedes | Variant Correspondences | NAF* | | LA.A.1.2.2.3.1 |
| P.014 | Roll and Read | Variant Correspondences | NAF* | | LA.A.1.2.2.3.1 |
| P.015 | Short and Long | Variant Correspondences | NAF* | | LA.A.1.2.2.3.1 |
| P.016 | How Many Words? | Variant Correspondences | NAF* | | LA.A.1.2.2.3.1 |
| P.017 | Same but Different | Variant Correspondences | NAF* | | LA.A.1.2.2.3.1 |
| P.018 | Fishing for Vowel Digraphs | Variant Correspondences | NAF* | | LA.A.1.2.2.3.1 |
| P.019 | Vowel Digraph Baseball | Variant Correspondences | NAF* | | LA.A.1.2.2.3.1 |
| P.020 | Spell and Sort | Variant Correspondences | NAF* | | LA.A.1.2.2.3.1 |
| P.021 | Jar Sort | Variant Correspondences | NAF* | | LA.A.1.2.2.3.1 |
| P.022 | Word Stars | Variant Correspondences | NAF* | | LA.A.1.2.2.3.1 |
| P.023 | "R" Caterpillars | Variant Correspondences | NAF* | | LA.A.1.2.2.3.1 |
| P.024 | Diphthong-O | Variant Correspondences | NAF* | | LA.A.1.2.2.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | Third Grade GLE |
|-----------------|---------------------------|-----------------------------|------------------|---------|-----------------|
| | | | Second Grade GLE | Measure | |
| P.025 | Sight and Sound Scout | Variant Correspondences | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| P.026 | Sounds of Silence | Variant Correspondences | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| P.027 | Beanstalk Climb | Variant Correspondences | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| P.028 | Wild Word Dominoes | Variant Correspondences | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| P.033 | Map and Swoop | Syllable Patterns | LA.A.1.1.2.2.1 | ORF | LA.A.1.2.2.3.1 |
| F.003 | Word Part Race | Word Parts | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| F.006 | Pick-A-Part | Word Parts | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| F.008 | Word Family Zoom | Words | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| P.002 | Word Blender | Letter-Sound Correspondence | LA.A.1.1.2.2.2 | ORF | LA.A.1.2.2.3.1 |
| P.003 | Digraph Roll-A-Word | Letter-Sound Correspondence | LA.A.1.1.2.2.2 | NWF* | LA.A.1.2.2.3.1 |
| P.005 | Change My Word | Letter-Sound Correspondence | LA.A.1.1.2.2.2 | NWF* | LA.A.1.2.2.3.1 |
| F.003 | Word Part Race | Word Parts | LA.A.1.1.2.2.2 | NWF* | LA.A.1.2.2.3.1 |
| F.008 | Word Family Zoom | Words | LA.A.1.1.2.2.2 | NWF* | LA.A.1.2.2.3.1 |
| P.039 | Covering the Bases | Morpheme Structures | LA.A.1.1.2.2.3 | ORF | |
| P.040 | Parting Words | Morpheme Structures | LA.A.1.1.2.2.3 | ORF | |
| P.041 | Affix Hunt | Morpheme Structures | LA.A.1.1.2.2.3 | ORF | |
| P.042 | Front or Back | Morpheme Structures | LA.A.1.1.2.2.3 | ORF | |
| P.043 | Base Word Sort | Morpheme Structures | LA.A.1.1.2.2.3 | ORF | |
| P.044 | Word Construction | Morpheme Structures | LA.A.1.1.2.2.3 | ORF | |
| F.007 | Affix Zip | Word Parts | LA.A.1.1.2.2.3 | NWF* | LA.A.1.2.2.3.1 |
| V.010 | Affix Match | Morphemic Elements | LA.A.1.1.2.2.3 | ORF | LA.A.1.2.2.3.4 |
| V.011 | Affix Action | Morphemic Elements | LA.A.1.1.2.2.3 | | LA.A.1.2.3.3.1 |
| V.012 | Build-A-Word | Morphemic Elements | LA.A.1.1.2.2.3 | | LA.A.1.2.2.3.4 |
| V.013 | Sentence Match | Morphemic Elements | LA.A.1.1.2.2.3 | | LA.A.1.2.3.3.1 |
| C.001 | Character Characteristics | Narrative Text Structure | LA.A.1.1.2.2.4 | | LA.A.1.2.2.3.4 |
| C.002 | Compare-A-Character | Narrative Text Structure | LA.A.1.1.2.2.4 | | LA.A.1.2.3.3.1 |
| | | | | | 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.A.1.2.1.3.1 |
| | | | | | LA.A.1.2.3.3.1 |
| | | | | | 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.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 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | |
|-----------------|----------------------|---------------------------|------------------|-----------------|--|
| | | | Second Grade GLE | Third Grade GLE | Third Grade GLE |
| C.003 | Story Line-Up | Narrative Text Structure | LA.A.1.1.2.2.4 | | LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 |
| C.004 | Story Book | Narrative Text Structure | LA.A.1.1.2.2.4 | | 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 |
| C.006 | Story Element Web | Narrative Text Structure | LA.A.1.1.2.2.4 | | 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 |
| C.007 | Story Grammar Yammer | Narrative Text Structure | LA.A.1.1.2.2.4 | | 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 |
| C.008 | Retell Ring | Narrative Text Structure | LA.A.1.1.2.2.4 | | 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 |
| C.009 | Retell-A-Story | Narrative Text Structure | LA.A.1.1.2.2.4 | | 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 |
| C.010 | Compare-A-Story | Narrative Text Structure | LA.A.1.1.2.2.4 | | LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.1.2.3.3.1 LA.E.1.2.3.3.2 LA.E.1.2.3.3.3 LA.E.2.2.4.3.1 |
| C.012 | Just the Facts | Expository Text Structure | LA.A.1.1.2.2.4 | | 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 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|-------------------------------|------------------------------|------------------|--|
| | | | Second Grade GLE | Third Grade GLE |
| C.013 | Keys to the Main Idea | Expository Text Structure | LA.A.1.1.2.2.4 | 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 |
| C.014 | Expository Exploration | Expository Text Structure | LA.A.1.1.2.2.4 | 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 |
| C.015 | Main Idea Highlights | Expository Text Structure | LA.A.1.1.2.2.4 | 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 |
| C.016 | Classic Classifying | Expository Text Structure | LA.A.1.1.2.2.4 | 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 |
| C.018 | Fiction and Nonfiction Review | Text Analysis | LA.A.1.1.2.2.4 | LA.A.1.2.1.3.1 |
| C.026 | Precise Predictions | Monitoring for Understanding | LA.A.1.1.2.2.4 | LA.A.1.2.1.3.1 LA.A.1.2.1.3.2 LA.A.1.2.2.3.3 LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.027 | Read and Ask | Monitoring for Understanding | LA.A.1.1.2.2.4 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.028 | Question Quest | Monitoring for Understanding | LA.A.1.1.2.2.4 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|------------------------|------------------------------|------------------|--|
| | | | Second Grade GLE | Third Grade GLE |
| C.029 | Ask and Answer | Monitoring for Understanding | LA.A.1.1.2.2.4 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.030 | Simple Summary | Monitoring for Understanding | LA.A.1.1.2.2.4 | 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 |
| C.031 | Sum Summary! | Monitoring for Understanding | LA.A.1.1.2.2.4 | 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 |
| C.032 | Strategic Strategies | Monitoring for Understanding | LA.A.1.1.2.2.4 | LA.A.1.2.1.3.1 LA.A.1.2.2.3.3 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 |
| C.033 | Reading Repair | Monitoring for Understanding | LA.A.1.1.2.2.4 | 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 |
| C.034 | Show-U-Know | Monitoring for Understanding | LA.A.1.1.2.2.4 | 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 |
| V.031 | What-A-Word | Words in Context | LA.A.1.1.2.2.6 | LA.A.1.2.2.3.2 |
| V.032 | Multiple Meaning Match | Words in Context | LA.A.1.1.2.2.6 | LA.A.1.2.2.3.4 |
| V.007 | Homograph Hitch | Word Knowledge | LA.A.1.1.3.2.1 | LA.A.1.2.2.3.4 |
| V.008 | 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.A.1.2.3.3.1 LA.A.1.2.3.3.1 |
| V.019 | Word Web | Word Meaning | LA.A.1.1.3.2.1 | LA.A.1.2.2.3.4 LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 |
| V.032 | Multiple Meaning Match | Words in Context | LA.A.1.1.3.2.1 | LA.A.1.2.2.3.4 |
| V.001 | Contraction Bingo! | Word Knowledge | LA.A.1.1.3.2.2 | LA.A.1.2.3.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|-----------------------------|--------------------|------------------|--|
| | | | Second Grade GLE | Third Grade GLE |
| V.008 | Spin Sort | Word Knowledge | LA.A.1.1.3.2.2 | LA.A.1.2.2.3.2 LA.A.1.2.2.3.4 LA.A.1.2.3.3.1 |
| V.009 | Compound Word Trivia | Morphemic Elements | LA.A.1.1.3.2.2 | LA.A.1.2.3.3.1 |
| V.014 | Root-A-Word | Morphemic Elements | LA.A.1.1.3.2.2 | LA.A.1.2.2.3.4 LA.A.1.2.3.3.1 |
| V.010 | Affix Match | Morphemic Elements | LA.A.1.1.3.2.3 | LA.A.1.2.2.3.4 LA.A.1.2.3.3.1 |
| V.011 | Affix Action | Morphemic Elements | LA.A.1.1.3.2.3 | LA.A.1.2.2.3.4 LA.A.1.2.3.3.1 |
| V.012 | Build-A-Word | Morphemic Elements | LA.A.1.1.3.2.3 | LA.A.1.2.2.3.4 LA.A.1.2.3.3.1 |
| V.013 | Sentence Match | Morphemic Elements | LA.A.1.1.3.2.3 | LA.A.1.2.2.3.4 LA.A.1.2.3.3.1 |
| V.014 | Root-A-Word | Morphemic Elements | LA.A.1.1.3.2.3 | LA.A.1.2.2.3.4 LA.A.1.2.3.3.1 |
| V.002 | Synonym Dominoes | Word Knowledge | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| V.003 | Opposites Attract | Word Knowledge | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| V.004 | Synonym-Antonym Connections | Word Knowledge | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| V.006 | 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 |
| V.008 | Spin Sort | 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 |
| V.020 | Extreme Words | Word Analysis | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| V.021 | Word Wake-Up | Word Analysis | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| 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 |
| V.015 | 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 |
| V.016 | Oh My Word! | Word Meaning | LA.A.1.1.3.2.5 | LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 |
| V.017 | Word Wrap | Word Meaning | LA.A.1.1.3.2.5 | LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 |
| V.018 | Inside Information | Word Meaning | LA.A.1.1.3.2.5 | LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 |
| V.019 | Word Web | Word Meaning | LA.A.1.1.3.2.5 | LA.A.1.2.2.3.4 LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 |
| V.035 | Meaning Maker | Words in Context | LA.A.1.1.3.2.5 | LA.A.2.2.8.3.1 |
| V.016 | Oh My Word! | Word Meaning | LA.A.1.1.3.2.6 | LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 |
| V.017 | Word Wrap | Word Meaning | LA.A.1.1.3.2.6 | LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | |
|-----------------|---------------------------|---------------------------|------------------|--|--|
| | | | Second Grade GLE | Third Grade GLE | |
| V.018 | Inside Information | Word Meaning | LA.A.1.1.3.2.6 | LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 | |
| V.019 | Word Web | Word Meaning | LA.A.1.1.3.2.6 | LA.A.1.2.2.3.4 LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 | |
| V.024 | Meaning Map | Word Analysis | LA.A.1.1.3.2.6 | LA.A.1.2.3.3.3 | |
| V.024 | Meaning Map | Word Analysis | LA.A.1.1.3.2.6 | LA.A.2.2.8.3.1 | |
| V.035 | Meaning Maker | Words in Context | LA.A.1.1.3.2.6 | LA.A.2.2.8.3.1 | |
| C.011 | Book Look | Expository Text Structure | LA.A.1.1.3.2.6 | LA.A.1.2.1.3.1 LA.A.2.2.8.3.1 | |
| C.017 | Reading the Research | Expository Text Structure | LA.A.1.1.3.2.6 | 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 | |
| C.021 | Compare and Contrast | Text Analysis | LA.A.1.1.3.2.6 | LA.A.2.2.6.3.1 LA.A.2.2.8.3.1 | |
| C.001 | Character Characteristics | Narrative Text Structure | LA.A.1.1.4.2.1 | LA.A.1.2.1.3.1 LA.A.1.2.4.3.1 | |
| C.002 | Compare-A-Character | Narrative Text Structure | LA.A.1.1.4.2.1 | LA.A.2.2.1.3.1 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.E.1.2.3.3.1 | |
| C.003 | Story Line-Up | Narrative Text Structure | LA.A.1.1.4.2.1 | LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 | |
| C.004 | Story Book | Narrative Text Structure | LA.A.1.1.4.2.1 | 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 | |
| C.006 | Story Element Web | Narrative Text Structure | LA.A.1.1.4.2.1 | 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 | |
| C.007 | Story Grammar Yammer | Narrative Text Structure | LA.A.1.1.4.2.1 | 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 | |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|------------------------|---------------------------|------------------|--|
| | | | Second Grade GLE | Third Grade GLE |
| C.008 | Retell Ring | Narrative Text Structure | LA.A.1.1.4.2.1 | 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 |
| C.009 | Retell-A-Story | Narrative Text Structure | LA.A.1.1.4.2.1 | 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 |
| C.010 | Compare-A-Story | Narrative Text Structure | LA.A.1.1.4.2.1 | LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.1.2.3.3.1 LA.E.1.2.3.3.2 LA.E.1.2.3.3.3 LA.E.2.2.4.3.1 |
| C.012 | Just the Facts | Expository Text Structure | LA.A.1.1.4.2.1 | 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 |
| C.013 | Keys to the Main Idea | Expository Text Structure | LA.A.1.1.4.2.1 | 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 |
| C.014 | Expository Exploration | Expository Text Structure | LA.A.1.1.4.2.1 | 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 |
| C.015 | Main Idea Highlights | Expository Text Structure | LA.A.1.1.4.2.1 | 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 |
| C.016 | Classic Classifying | Expository Text Structure | LA.A.1.1.4.2.1 | 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 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | Second Grade GLE | Third Grade GLE |
|-----------------|----------------------|------------------------------|-----------------|------------------|--|
| | | | | LA.A.1.1.4.2.1 | LA.A.1.2.1.3.1 LA.A.1.2.1.3.2 LA.A.1.2.2.3.3 LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.026 | Precise Predictions | Monitoring for Understanding | | LA.A.1.1.4.2.1 | LA.A.1.2.1.3.1 LA.A.1.2.1.3.2 LA.A.1.2.2.3.3 LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.027 | Read and Ask | Monitoring for Understanding | | LA.A.1.1.4.2.1 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.028 | Question Quest | Monitoring for Understanding | | LA.A.1.1.4.2.1 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.029 | Ask and Answer | Monitoring for Understanding | | LA.A.1.1.4.2.1 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.030 | Simple Summary | Monitoring for Understanding | | LA.A.1.1.4.2.1 | 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 |
| C.031 | Sum Summary! | Monitoring for Understanding | | LA.A.1.1.4.2.1 | 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 |
| C.032 | Strategic Strategies | Monitoring for Understanding | | LA.A.1.1.4.2.1 | LA.A.1.2.1.3.1 LA.A.1.2.2.3.3 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 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | Third Grade GLE |
|-----------------|---------------------------|------------------------------|------------------|-----------------|--|
| | | | Second Grade GLE | Third Grade GLE | |
| C.033 | Reading Repair | Monitoring for Understanding | | LA.A.1.1.4.2.1 | 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 |
| C.034 | Show-U-Know | Monitoring for Understanding | | LA.A.1.1.4.2.1 | 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 |
| C.001 | Character Characteristics | Narrative Text Structure | | LA.A.2.1.1.2.1 | 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.E.1.2.3.3.1 |
| C.002 | Compare-A-Character | Narrative Text Structure | | LA.A.2.1.1.2.1 | 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.1.2.2.3.1 LA.E.1.2.2.3.2 LA.E.2.2.4.3.1 |
| C.006 | Story Element Web | Narrative Text Structure | | LA.A.2.1.1.2.1 | 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 |
| C.007 | Story Grammar Yammer | Narrative Text Structure | | LA.A.2.1.1.2.1 | 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 |
| C.008 | Retell Ring | Narrative Text Structure | | LA.A.2.1.1.2.1 | 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 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|------------------------|------------------------------|------------------|--|
| | | | Second Grade GLE | Third Grade GLE |
| C.009 | Retell-A-Story | Narrative Text Structure | LA.A.2.1.1.2.1 | 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 |
| C.010 | Compare-A-Story | Narrative Text Structure | LA.A.2.1.1.2.1 | LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.1.2.3.3.1 LA.E.1.2.3.3.2 LA.E.1.2.3.3.3 LA.E.2.2.4.3.1 |
| C.013 | Keys to the Main Idea | Expository Text Structure | LA.A.2.1.1.2.1 | 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 |
| C.014 | Expository Exploration | Expository Text Structure | LA.A.2.1.1.2.1 | 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 |
| C.015 | Main Idea Highlights | Expository Text Structure | LA.A.2.1.1.2.1 | 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 |
| C.026 | Precise Predictions | Monitoring for Understanding | LA.A.2.1.1.2.1 | LA.A.1.2.1.3.1 LA.A.1.2.1.3.2 LA.A.1.2.2.3.3 LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.3 |
| C.027 | Read and Ask | Monitoring for Understanding | LA.A.2.1.1.2.1 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|----------------------|--------------------------|------------------|--|
| | | | Second Grade GLE | Third Grade GLE |
| C.002 | Compare-A-Character | Narrative Text Structure | LA.A.2.1.1.2.2 | 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.E.1.2.3.3.1 |
| C.004 | Story Book | Narrative Text Structure | LA.A.2.1.1.2.2 | 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 |
| C.006 | Story Element Web | Narrative Text Structure | LA.A.2.1.1.2.2 | 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 |
| C.007 | Story Grammar Yammer | Narrative Text Structure | LA.A.2.1.1.2.2 | 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 |
| C.008 | Retell Ring | Narrative Text Structure | LA.A.2.1.1.2.2 | 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 |
| C.009 | Retell-A-Story | Narrative Text Structure | LA.A.2.1.1.2.2 | 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 |
| C.010 | Compare-A-Story | Narrative Text Structure | LA.A.2.1.1.2.2 | LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.1.2.3.3.1 LA.E.1.2.3.3.2 LA.E.1.2.3.3.3 LA.E.2.2.4.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|------------------------|------------------------------|------------------|--|
| | | | Second Grade GLE | Third Grade GLE |
| C.013 | Keys to the Main Idea | Expository Text Structure | LA.A.2.1.1.2.2 | 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 |
| C.014 | Expository Exploration | Expository Text Structure | LA.A.2.1.1.2.2 | 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 |
| C.015 | Main Idea Highlights | Expository Text Structure | LA.A.2.1.1.2.2 | 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 |
| C.017 | Reading the Research | Expository Text Structure | LA.A.2.1.1.2.2 | 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 |
| C.026 | Precise Predictions | Monitoring for Understanding | LA.A.2.1.1.2.2 | LA.A.1.2.1.3.1 LA.A.1.2.1.3.2 LA.A.1.2.2.3.3 LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.027 | Read and Ask | Monitoring for Understanding | LA.A.2.1.1.2.2 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.028 | Question Quest | Monitoring for Understanding | LA.A.2.1.1.2.2 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|---------------------------|------------------------------|------------------|--|
| | | | Second Grade GLE | Third Grade GLE |
| C.029 | Ask and Answer | Monitoring for Understanding | LA.A.2.1.1.2.2 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.001 | Character Characteristics | Narrative Text Structure | LA.A.2.1.1.2.3 | 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 |
| C.002 | Compare-A-Character | Narrative Text Structure | LA.A.2.1.1.2.3 | 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.E.1.2.3.3.1 |
| C.003 | Story Line-Up | Narrative Text Structure | LA.A.2.1.1.2.3 | LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 |
| C.004 | Story Book | Narrative Text Structure | LA.A.2.1.1.2.3 | 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 |
| C.006 | Story Element Web | Narrative Text Structure | LA.A.2.1.1.2.3 | 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 |
| C.007 | Story Grammar Yammer | Narrative Text Structure | LA.A.2.1.1.2.3 | 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 |
| C.008 | Retell Ring | Narrative Text Structure | LA.A.2.1.1.2.3 | 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 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS [®] Measure | |
|-----------------|-------------------------------|------------------------------|-----------------------------|--|
| | | | Second Grade GLE | Third Grade GLE |
| C.009 | Retell-A-Story | Narrative Text Structure | LA.A.2.1.1.2.3 | 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.A.2.1.1.2.3 | LA.A.1.2.1.3.1 |
| C.018 | Fiction and Nonfiction Review | Text Analysis | LA.A.2.1.1.2.3 | LA.A.1.2.1.3.1 |
| C.026 | Precise Predictions | Monitoring for Understanding | LA.A.2.1.1.2.3 | LA.A.1.2.1.3.1 LA.A.1.2.2.3.3 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.027 | Read and Ask | Monitoring for Understanding | LA.A.2.1.1.2.3 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.028 | Question Quest | Monitoring for Understanding | LA.A.2.1.1.2.3 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.029 | Ask and Answer | Monitoring for Understanding | LA.A.2.1.1.2.3 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.032 | Strategic Strategies | Monitoring for Understanding | LA.A.2.1.1.2.3 | LA.A.1.2.1.3.1 LA.A.1.2.2.3.3 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 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | |
|-----------------|------------------------|---------------------------|------------------|--|-----|
| | | | Second Grade GLE | Third Grade GLE | |
| C.010 | Compare-A-Story | Narrative Text Structure | LA.A.2.1.1.2.4 | LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.1.2.3.3.1 LA.E.1.2.3.3.2 LA.E.1.2.3.3.3 LA.E.2.2.4.3.1 | |
| F.012 | Fluent Phrasing | Phrases | LA.A.2.1.2.2.2 | | ORF |
| F.015 | Phrase Progression | Phrases | LA.A.2.1.2.2.2 | | ORF |
| F.016 | Chunk-King | Chunked Text | LA.A.2.1.2.2.2 | | ORF |
| F.017 | Chunk-A-Lot | Chunked Text | LA.A.2.1.2.2.2 | | ORF |
| F.018 | Chunky Passages | Chunked Text | LA.A.2.1.2.2.2 | | ORF |
| F.019 | Chunk It! | Chunked Text | LA.A.2.1.2.2.2 | | ORF |
| F.020 | Listen and Read | Connected Text | LA.A.2.1.2.2.2 | | ORF |
| F.021 | Reading Wiz | Connected Text | LA.A.2.1.2.2.2 | | ORF |
| F.026 | Play It Up! | Connected Text | LA.A.2.1.2.2.2 | | ORF |
| F.027 | Copy Cat! | Connected Text | LA.A.2.1.2.2.2 | | ORF |
| F.028 | Poetry Reading | Connected Text | LA.A.2.1.2.2.2 | | ORF |
| F.029 | Rapid Read | Connected Text | LA.A.2.1.2.2.2 | | ORF |
| F.030 | Listen To Me | Connected Text | LA.A.2.1.2.2.2 | | ORF |
| C.012 | Just the Facts | Expository Text Structure | 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.A.2.2.6.3.1 LA.D.2.2.5.3.1 | |
| C.013 | Keys to the Main Idea | Expository Text Structure | LA.A.2.1.3.2.1 | LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.2.2.4.3.2 | |
| C.014 | Expository Exploration | Expository Text Structure | LA.A.2.1.3.2.1 | LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.2.2.4.3.2 | |
| C.015 | Main Idea Highlights | Expository Text Structure | LA.A.2.1.3.2.1 | LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.2.2.4.3.2 | |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|-------------------------------|------------------------------|------------------|--|
| | | | Second Grade GLE | Third Grade GLE |
| C.016 | Classic Classifying | Expository Text Structure | 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 |
| C.018 | Fiction and Nonfiction Review | Text Analysis | LA.A.2.1.3.2.1 | LA.A.1.2.1.3.1 |
| C.027 | Read and Ask | Monitoring for Understanding | LA.A.2.1.3.2.1 | LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.028 | Question Quest | Monitoring for Understanding | LA.A.2.1.3.2.1 | LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.029 | Ask and Answer | Monitoring for Understanding | LA.A.2.1.3.2.1 | LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.030 | Simple Summary | Monitoring for Understanding | LA.A.2.1.3.2.1 | LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 |
| C.031 | Sum Summary! | Monitoring for Understanding | LA.A.2.1.3.2.1 | LA.A.1.2.2.3.5 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 |
| C.032 | Strategic Strategies | Monitoring for Understanding | LA.A.2.1.3.2.1 | LA.A.1.2.1.3.1 LA.A.1.2.2.3.3 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 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|----------------------|------------------------------|------------------|--|
| | | | Second Grade GLE | Third Grade GLE |
| C.006 | Story Element Web | Narrative Text Structure | LA.A.2.1.4.2.1 | 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 |
| C.007 | Story Grammar Yammer | Narrative Text Structure | LA.A.2.1.4.2.1 | 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 |
| C.008 | Retell Ring | Narrative Text Structure | LA.A.2.1.4.2.1 | 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 |
| C.009 | Retell-A-Story | Narrative Text Structure | LA.A.2.1.4.2.1 | 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 |
| C.010 | Compare-A-Story | Narrative Text Structure | LA.A.2.1.4.2.1 | LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.1.2.3.3.1 LA.E.1.2.3.3.2 LA.E.1.2.3.3.3 LA.E.2.2.4.3.1 |
| C.027 | Read and Ask | Monitoring for Understanding | LA.A.2.1.4.2.1 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.1.2.3.3.1 LA.E.1.2.3.3.2 LA.E.1.2.3.3.3 LA.E.2.2.4.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|-------------------------------|------------------------------|------------------|--|
| | | | Second Grade GLE | Third Grade GLE |
| C.032 | Strategic Strategies | Monitoring for Understanding | LA.A.2.1.4.2.1 | LA.A.1.2.1.3.1 LA.A.1.2.2.3.3 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 |
| V.016 | Oh My Word! | Word Meaning | LA.A.2.1.5.2.1 | LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 |
| V.017 | Word Wrap | Word Meaning | LA.A.2.1.5.2.1 | LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 |
| V.018 | Inside Information | Word Meaning | LA.A.2.1.5.2.1 | LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 |
| V.019 | Word Web | Word Meaning | 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 |
| V.024 | Meaning Map | Word Analysis | LA.A.2.1.5.2.1 | LA.A.1.2.3.3.3 LA.A.2.2.8.3.1 |
| C.011 | Book Look | Expository Text Structure | LA.A.2.1.5.2.1 | LA.A.1.2.1.3.1 LA.A.2.2.8.3.1 |
| C.017 | Reading the Research | Expository Text Structure | LA.A.2.1.5.2.1 | 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 |
| C.021 | Compare and Contrast | Text Analysis | LA.A.2.1.5.2.1 | LA.A.2.2.6.3.1 LA.A.2.2.8.3.1 |
| C.011 | Book Look | Expository Text Structure | LA.A.2.1.5.2.3 | LA.A.1.2.1.3.1 LA.A.2.2.8.3.1 |
| C.017 | Reading the Research | Expository Text Structure | LA.A.2.1.5.2.3 | 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 |
| P.002 | Word Blender | Letter-Sound Correspondence | LA.D.1.1.1.2.1 | LA.A.1.2.2.3.1 |
| P.003 | Digraph Roll-A-Word | Letter-Sound Correspondence | LA.D.1.1.1.2.1 | LA.A.1.2.2.3.1 |
| P.005 | Change My Word | Letter-Sound Correspondence | LA.D.1.1.1.2.1 | LA.A.1.2.2.3.1 |
| F.003 | Word Part Race | Word Parts | LA.D.1.1.1.2.1 | LA.A.1.2.2.3.1 |
| F.008 | Word Family Zoom | Words | LA.D.1.1.1.2.1 | LA.A.1.2.2.3.1 LA.A.1.2.2.3.1 |
| V.035 | Meaning Maker | Words in Context | LA.D.2.1.1.2.1 | LA.A.2.2.8.3.1 |
| C.018 | Fiction and Nonfiction Review | Text Analysis | LA.E.1.1.1.2.1 | LA.A.1.2.1.3.1 |
| C.001 | Character Characteristics | Narrative Text Structure | 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 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | |
|-----------------|----------------------|--------------------------|------------------|-----------------|--|
| | | | Second Grade GLE | Third Grade GLE | Third Grade GLE |
| C.002 | Compare-A-Character | Narrative Text Structure | 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.E.1.2.3.3.1 |
| C.003 | Story Line-Up | Narrative Text Structure | LA.E.1.1.2.2.1 | | LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 |
| C.004 | Story Book | Narrative Text Structure | 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 |
| C.005 | Story Element Sort | Narrative Text Structure | LA.E.1.1.2.2.1 | | LA.E.1.2.2.3.2 |
| C.006 | Story Element Web | Narrative Text Structure | 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 |
| C.007 | Story Grammar Yammer | Narrative Text Structure | LA.E.1.1.2.2.1 | | LA.E.2.2.4.3.1 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.1 |
| C.008 | Retell Ring | Narrative Text Structure | LA.E.1.1.2.2.1 | | LA.E.2.2.4.3.1 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.1 |
| C.009 | Retell-A-Story | Narrative Text Structure | LA.E.1.1.2.2.1 | | LA.E.1.2.2.3.2 LA.E.2.2.4.3.1 LA.A.1.2.4.3.1 LA.A.2.2.1.3.1 LA.A.2.2.5.3.1 LA.E.1.2.2.3.1 LA.E.1.2.2.3.2 LA.E.2.2.4.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|----------------------|------------------------------|------------------|--|
| | | | Second Grade GLE | Third Grade GLE |
| C.027 | Read and Ask | Monitoring for Understanding | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.028 | Question Quest | Monitoring for Understanding | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.029 | Ask and Answer | Monitoring for Understanding | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.030 | Simple Summary | Monitoring for Understanding | 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 |
| C.031 | Sum Summary! | Monitoring for Understanding | 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 |
| C.032 | Strategic Strategies | Monitoring for Understanding | LA.E.1.1.2.2.1 | LA.A.1.2.1.3.1 LA.A.1.2.2.3.3 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 |
| C.033 | Reading Repair | Monitoring for Understanding | 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 |

Teacher Resource Guide

Crosswalk – Sorted By Second Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | Second Grade GLE | Third Grade GLE |
|-----------------|----------------|------------------------------|-----------------|------------------|--|
| | | | | 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 |
| C.034 | Show-U-Know | Monitoring for Understanding | | 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 |
| C.027 | Read and Ask | Monitoring for Understanding | | LA.E.2.1.1.2.1 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.028 | Question Quest | Monitoring for Understanding | | LA.E.2.1.1.2.1 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |
| C.029 | Ask and Answer | Monitoring for Understanding | | LA.E.2.1.1.2.1 | 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.1.2.2.3.2 LA.E.1.2.2.3.3 LA.E.2.2.3.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|-------------------------------|------------------------------|--|-----------------|
| | | | Second Grade GLE | Third Grade GLE |
| 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 |
| 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 |
| C.011 | Book Look | Expository Text Structure | LA.A.1.1.3.2.6 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 |
| 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 |
| C.018 | Fiction and Nonfiction Review | Text Analysis | LA.A.1.1.2.2.4 LA.A.2.1.1.2.3. LA.A.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.1.1.2.2.1 | LA.A.1.2.1.3.1 |
| C.026 | Precise Predictions | 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.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 |
| C.032 | Strategic Strategies | 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.A.2.1.1.2.3 LA.A.2.1.3.2.1 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 | LA.A.1.2.1.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | Third Grade GLE |
|-----------------|---------------------------------------|------------------------------|------------------|-----------------|-----------------|
| | | | Second Grade GLE | Third Grade GLE | |
| C.033 | Reading Repair | Monitoring for Understanding | | LA.A.1.1.2.1 | LA.A.1.2.1.3.1 |
| | | | | LA.A.1.1.2.2.4 | |
| | | | | LA.A.1.1.4.2.1 | |
| C.034 | Show-U-Know | Monitoring for Understanding | | LA.A.1.1.2.2.1 | LA.A.1.2.1.3.1 |
| | | | | LA.A.1.1.1.2.1 | |
| | | | | LA.A.1.1.2.2.4 | |
| C.026 | Precise Predictions | Monitoring for Understanding | | LA.A.1.1.2.2.4 | LA.A.1.2.1.3.2 |
| | | | | LA.A.1.1.4.2.1 | |
| | | | | LA.A.2.1.1.2.1 | |
| C.033 | Reading Repair | Monitoring for Understanding | | LA.A.1.1.2.2.1 | LA.A.1.2.1.3.2 |
| | | | | LA.A.1.1.2.2.1 | |
| | | | | LA.A.1.1.2.2.1 | |
| C.034 | Show-U-Know | Monitoring for Understanding | | LA.A.1.1.2.2.1 | LA.A.1.2.1.3.2 |
| | | | | LA.A.1.1.2.2.4 | |
| | | | | LA.A.1.1.4.2.1 | |
| P.002 | Word Blender | Letter-Sound Correspondence | | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| | | | NWF* | LA.A.1.1.2.2.2 | |
| | | | | LA.D.1.1.1.2.1 | |
| P.003 | Digraph Roll-A-Word | Letter-Sound Correspondence | | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| | | | NWF* | LA.A.1.1.2.2.2 | |
| | | | NWF* | LA.D.1.1.1.2.1 | |
| P.005 | Change My Word | Letter-Sound Correspondence | | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| | | | NWF* | LA.A.1.1.2.2.2 | |
| | | | NWF* | LA.D.1.1.1.2.1 | |
| P.006 | Map-A-Word | Letter-Sound Correspondence | | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| | | | NWF* | LA.A.1.1.2.2.1 | |
| | | | NWF* | LA.A.1.1.2.2.1 | |
| P.012 | Knoll Stroll | Variant Correspondences | | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| | | | NWF* | LA.A.1.1.2.2.1 | |
| | | | NWF* | LA.A.1.1.2.2.1 | |
| P.013 | Giraffes, Goats, Cats, and Centipedes | Variant Correspondences | | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| | | | NWF* | LA.A.1.1.2.2.1 | |
| | | | NWF* | LA.A.1.1.2.2.1 | |
| P.014 | Roll and Read | Variant Correspondences | | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| | | | NWF* | LA.A.1.1.2.2.1 | |
| | | | NWF* | LA.A.1.1.2.2.1 | |
| P.015 | Short and Long | Variant Correspondences | | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| | | | NWF* | LA.A.1.1.2.2.1 | |
| | | | NWF* | LA.A.1.1.2.2.1 | |
| P.016 | How Many Words? | Variant Correspondences | | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| | | | NWF* | LA.A.1.1.2.2.1 | |
| | | | NWF* | LA.A.1.1.2.2.1 | |
| P.017 | Same but Different | Variant Correspondences | | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| | | | NWF* | LA.A.1.1.2.2.1 | |
| | | | NWF* | LA.A.1.1.2.2.1 | |
| P.018 | Fishing for Vowel Digraphs | Variant Correspondences | | LA.A.1.1.2.2.1 | LA.A.1.2.2.3.1 |
| | | | NWF* | LA.A.1.1.2.2.1 | |
| | | | NWF* | LA.A.1.1.2.2.1 | |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | |
|-----------------|------------------------|------------------------------|------------------|-----------------|-----------------|
| | | | Second Grade GLE | Third Grade GLE | Third Grade GLE |
| P.019 | Vowel Digraph Baseball | Variant Correspondences | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| P.020 | Spell and Sort | Variant Correspondences | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| P.021 | Jar Sort | Variant Correspondences | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| P.022 | Word Stars | Variant Correspondences | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| P.023 | "R" Caterpillars | Variant Correspondences | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| P.024 | Diphthong-O | Variant Correspondences | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| P.025 | Sight and Sound Scout | Variant Correspondences | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| P.026 | Sounds of Silence | Variant Correspondences | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| P.027 | Beanstalk Climb | Variant Correspondences | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| P.028 | Wild Word Dominoes | Variant Correspondences | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| P.033 | Map and Swoop | Syllable Patterns | LA.A.1.1.2.2.1 | ORF | LA.A.1.2.2.3.1 |
| F.003 | Word Part Race | Word Parts | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| F.006 | Pick-A-Part | Word Parts | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| F.007 | Affix Zip | Word Parts | LA.A.1.1.2.2.3 | NWF* | LA.A.1.2.2.3.1 |
| F.008 | Word Family Zoom | Words | LA.A.1.1.2.2.1 | NWF* | LA.A.1.2.2.3.1 |
| V.006 | Homophone Hunt | Word Knowledge | LA.A.1.1.3.2.4 | | LA.A.1.2.2.3.2 |
| V.008 | Spin Sort | Word Knowledge | LA.A.1.1.3.2.1 | | LA.A.1.2.2.3.2 |
| V.031 | What-A-Word | Words in Context | LA.A.1.1.2.2.6 | | LA.A.1.2.2.3.2 |
| V.033 | Meaning Exchange | Words in Context | LA.A.1.1.3.2.4 | | LA.A.1.2.2.3.2 |
| C.026 | Precise Predictions | Monitoring for Understanding | LA.A.1.1.1.2.1 | | LA.A.1.2.2.3.3 |
| C.032 | Strategic Strategies | Monitoring for Understanding | LA.A.1.1.1.2.1 | | LA.A.1.2.2.3.3 |
| | | | 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.2.1.3.2.1 | | |
| | | | LA.A.2.1.4.2.1 | | |
| | | | LA.E.1.1.2.2.1 | | |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | Third Grade GLE |
|-----------------|-----------------------------|------------------------------|------------------|--|-----------------|
| | | | Second Grade GLE | Third Grade GLE | |
| C.033 | Reading Repair | Monitoring for Understanding | | LA.A.1.1.2.1 LA.A.1.1.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.E.1.1.2.2.1 | LA.A.1.2.2.3.3 |
| C.034 | Show-U-Know | Monitoring for Understanding | | LA.A.1.1.1.2.1 LA.A.1.1.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.E.1.1.2.2.1 | LA.A.1.2.2.3.3 |
| V.002 | Synonym Dominoes | Word Knowledge | | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| V.003 | Opposites Attract | Word Knowledge | | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| V.004 | Synonym-Antonym Connections | Word Knowledge | | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| V.006 | Homophone Hunt | Word Knowledge | | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| V.007 | Homograph Hitch | Word Knowledge | | LA.A.1.1.3.2.1 | LA.A.1.2.2.3.4 |
| V.008 | Spin Sort | Word Knowledge | | LA.A.1.1.3.2.1 LA.A.1.1.3.2.2 LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| V.010 | Affix Match | Morphemic Elements | | LA.A.1.1.2.2.3 | LA.A.1.2.2.3.4 |
| V.011 | Affix Action | Morphemic Elements | | LA.A.1.1.3.2.3 | LA.A.1.2.2.3.4 |
| V.012 | Build-A-Word | Morphemic Elements | | LA.A.1.1.2.2.3 LA.A.1.1.3.2.3 | LA.A.1.2.2.3.4 |
| V.013 | Sentence Match | Morphemic Elements | | LA.A.1.1.2.2.3 | LA.A.1.2.2.3.4 |
| V.014 | 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 |
| V.019 | 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 |
| V.020 | Extreme Words | Word Analysis | | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| V.021 | Word Wake-Up | Word Analysis | | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| 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 |
| V.033 | Meaning Exchange | Words in Context | | LA.A.1.1.3.2.4 | LA.A.1.2.2.3.4 |
| 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 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|------------------------|------------------------------|--|-----------------|
| | | | Second Grade GLE | Third Grade GLE |
| C.013 | Keys to the Main Idea | Expository Text Structure | LA.A.1.12.2.4 LA.A.1.14.2.1 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 |
| C.014 | Expository Exploration | Expository Text Structure | LA.A.1.12.2.4 LA.A.1.14.2.1 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 |
| C.015 | Main Idea Highlights | Expository Text Structure | LA.A.1.12.2.4 LA.A.1.14.2.1 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 |
| C.016 | Classic Classifying | Expository Text Structure | LA.A.1.12.2.4 LA.A.1.14.2.1 LA.A.2.1.3.2.1 | LA.A.1.2.2.3.5 |
| C.017 | Reading the Research | Expository Text Structure | LA.A.1.13.2.6 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.1.2.2.3.5 |
| C.026 | Precise Predictions | Monitoring for Understanding | LA.A.1.1.1.2.1 LA.A.1.1.2.2.4 LA.A.1.14.2.1 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.1.2.2.3.5 |
| C.027 | Read and Ask | Monitoring for Understanding | LA.A.1.12.2.4 LA.A.1.14.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.2 LA.A.2.1.1.2.3 LA.A.2.1.3.2.1 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.A.1.2.2.3.5 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | DIBELS® Measure | |
|-----------------|----------------------|------------------------------|-----------------|--|-----------------|
| | | | | Second Grade GLE | Third Grade GLE |
| C.028 | Question Quest | Monitoring for Understanding | | 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.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.A.1.2.2.3.5 |
| | | | Ask and Answer | 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.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.A.1.2.2.3.5 |
| C.030 | Simple Summary | Monitoring for Understanding | | LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 | LA.A.1.2.2.3.5 |
| C.031 | Sum Summary! | Monitoring for Understanding | | LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.3.2.1 LA.E.1.1.2.2.1 | LA.A.1.2.2.3.5 |
| C.032 | Strategic Strategies | 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.A.2.1.3.2.1 LA.E.1.1.2.2.1 | LA.A.1.2.2.3.5 |
| V.001 | Contraction Bingo! | Word Knowledge | | LA.A.1.1.3.2.2 | LA.A.1.2.3.3.1 |
| V.006 | Homophone Hunt | Word Knowledge | | LA.A.1.1.3.2.4 | LA.A.1.2.3.3.1 |
| V.008 | Spin Sort | Word Knowledge | | LA.A.1.1.3.2.1 LA.A.1.1.3.2.2 LA.A.1.1.3.2.4 | LA.A.1.2.3.3.1 |
| V.009 | Compound Word Trivia | Morphemic Elements | | LA.A.1.1.3.2.2 | LA.A.1.2.3.3.1 |
| V.010 | Affix Match | Morphemic Elements | | LA.A.1.1.2.2.3 LA.A.1.1.3.2.3 | LA.A.1.2.3.3.1 |
| V.011 | Affix Action | Morphemic Elements | | LA.A.1.1.2.2.3 LA.A.1.1.3.2.3 | LA.A.1.2.3.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | |
|-----------------|---------------------------|--------------------------|--|-----------------|-----------------|
| | | | Second Grade GLE | Third Grade GLE | Third Grade GLE |
| V.012 | Build-A-Word | Morphemic Elements | LA.A.1.1.2.2.3 LA.A.1.1.3.2.3 | LA.A.1.2.3.3.1 | LA.A.1.2.3.3.1 |
| V.013 | Sentence Match | Morphemic Elements | LA.A.1.1.2.2.3 LA.A.1.1.3.2.3 | LA.A.1.2.3.3.1 | LA.A.1.2.3.3.1 |
| V.014 | Root-A-Word | Morphemic Elements | LA.A.1.1.3.2.2 LA.A.1.1.3.2.3 | LA.A.1.2.3.3.1 | LA.A.1.2.3.3.1 |
| V.015 | Word Wise | Word Meaning | LA.A.1.1.3.2.5 | LA.A.1.2.3.3.2 | LA.A.1.2.3.3.2 |
| V.023 | Category Sort | Word Analysis | | LA.A.1.2.3.3.2 | LA.A.1.2.3.3.2 |
| V.025 | Concept Connection | Word Analysis | | LA.A.1.2.3.3.2 | LA.A.1.2.3.3.2 |
| V.026 | Alike and Different | Word Analysis | | LA.A.1.2.3.3.2 | LA.A.1.2.3.3.2 |
| V.027 | Attribute Analysis | Word Analysis | | LA.A.1.2.3.3.2 | LA.A.1.2.3.3.2 |
| V.028 | Analogy Basketball | Word Analysis | | LA.A.1.2.3.3.2 | LA.A.1.2.3.3.2 |
| V.029 | Analogy Action | Word Analysis | | LA.A.1.2.3.3.2 | LA.A.1.2.3.3.2 |
| V.036 | Word Why | Words in Context | | LA.A.1.2.3.3.2 | LA.A.1.2.3.3.2 |
| V.037 | Ask-Explain-List | Words in Context | | LA.A.1.2.3.3.2 | LA.A.1.2.3.3.2 |
| V.015 | Word Wise | Word Meaning | LA.A.1.1.3.2.5 | LA.A.1.2.3.3.3 | LA.A.1.2.3.3.3 |
| V.016 | Oh My Word! | 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.1.2.3.3.3 |
| V.017 | 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.1.2.3.3.3 |
| V.018 | 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.1.2.3.3.3 |
| V.019 | 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.1.2.3.3.3 | LA.A.1.2.3.3.3 |
| 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.1.2.3.3.3 |
| V.037 | Ask-Explain-List | Words in Context | | LA.A.1.2.3.3.3 | LA.A.1.2.3.3.3 |
| 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.1.2.4.3.1 | LA.A.1.2.4.3.1 |
| 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.1.2.4.3.1 | LA.A.1.2.4.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | Third Grade GLE |
|-----------------|----------------------|---------------------------|------------------|--|-----------------|
| | | | Second Grade GLE | Third Grade GLE | |
| 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 |
| 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 |
| C.007 | Story Grammar Yammer | 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 |
| C.008 | Retell Ring | 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 |
| C.009 | Retell-A-Story | 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 |
| C.010 | Compare-A-Story | 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.2.1.1.2.4 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 | LA.A.1.2.4.3.1 |
| 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.1.2.4.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|------------------------|------------------------------|--|-----------------|
| | | | Second Grade GLE | Third Grade GLE |
| 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.1.2.4.3.1 |
| 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.1.2.4.3.1 |
| 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.1.2.4.3.1 |
| 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.1.2.4.3.1 |
| C.026 | Precise Predictions | 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.A.2.1.1.2.2 LA.A.2.1.1.2.3 LA.A.2.1.3.2.1 LA.E.1.1.2.2.1 | LA.A.1.2.4.3.1 |
| C.027 | Read and Ask | Monitoring for Understanding | 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.2.1.3.2.1 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.A.1.2.4.3.1 |
| C.028 | Question Quest | Monitoring for Understanding | 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.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.A.1.2.4.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|---------------------------|------------------------------|--|-----------------|
| | | | Second Grade GLE | Third Grade GLE |
| C.029 | Ask and Answer | Monitoring for Understanding | 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.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.A.1.2.4.3.1 |
| C.030 | Simple Summary | Monitoring for Understanding | LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.3.2.1 LA.E.1.1.2.2.1 | LA.A.1.2.4.3.1 |
| C.031 | Sum Summary! | Monitoring for Understanding | LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.3.2.1 LA.E.1.1.2.2.1 | LA.A.1.2.4.3.1 |
| C.032 | Strategic Strategies | 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.A.2.1.1.2.3 LA.A.2.1.3.2.1 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 | LA.A.1.2.4.3.1 |
| C.033 | Reading Repair | 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.1.2.4.3.1 |
| 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.1.2.4.3.1 |
| 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.2.2.1.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|----------------------|--------------------------|--|-----------------|
| | | | Second Grade GLE | Third Grade GLE |
| 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.2.2.1.3.1 |
| 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 |
| 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.2.2.1.3.1 |
| 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.2.2.1.3.1 |
| C.007 | Story Grammar Yammer | 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.2.2.1.3.1 |
| C.008 | Retell Ring | 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.2.2.1.3.1 |
| C.009 | Retell-A-Story | 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.2.2.1.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | Third Grade GLE |
|-----------------|------------------------|------------------------------|------------------|--|-----------------|
| | | | Second Grade GLE | Third Grade GLE | |
| C.010 | Compare-A-Story | 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.2.1.1.2.4 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 | LA.A.2.2.1.3.1 |
| 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.2.2.1.3.1 |
| 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.2.2.1.3.1 |
| 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.2.2.1.3.1 |
| C.026 | Precise Predictions | 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.A.2.1.1.2.2 LA.A.2.1.1.2.3 LA.E.1.1.2.2.1 | LA.A.2.2.1.3.1 |
| C.027 | Read and Ask | Monitoring for Understanding | | 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.2.1.3.2.1 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.A.2.2.1.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|----------------------|------------------------------|--|-----------------|
| | | | Second Grade GLE | Third Grade GLE |
| C.028 | Question Quest | Monitoring for Understanding | 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.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.A.2.2.1.3.1 |
| C.029 | Ask and Answer | Monitoring for Understanding | 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.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.A.2.2.1.3.1 |
| C.030 | Simple Summary | Monitoring for Understanding | LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.3.2.1 LA.E.1.1.2.2.1 | LA.A.2.2.1.3.1 |
| C.031 | Sum Summary! | Monitoring for Understanding | LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.3.2.1 LA.E.1.1.2.2.1 | LA.A.2.2.1.3.1 |
| C.032 | Strategic Strategies | 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.A.2.1.1.2.3 LA.A.2.1.3.2.1 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 | LA.A.2.2.1.3.1 |
| C.033 | Reading Repair | 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.A.2.1.1.2.1 LA.E.1.1.2.2.1 | LA.A.2.2.1.3.1 |
| 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.2.2.1.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | DIBELS® Measure | |
|-----------------|--------------------------------------|--------------------------|-----------------|--|-----------------|
| | | | | Second Grade GLE | Third Grade GLE |
| C.023 | Persuade, Inform, and Entertain Sort | Text Analysis | | | LA.A.2.2.2.3.1 |
| 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.2.2.5.3.1 |
| 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.2.2.5.3.1 |
| 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.2.2.5.3.1 |
| 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.2.2.5.3.1 |
| 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.2.2.5.3.1 |
| C.007 | Story Grammar Yammer | 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.2.2.5.3.1 |
| C.008 | Retell Ring | 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.2.2.5.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|------------------------|---------------------------|--|-----------------|
| | | | Second Grade GLE | Third Grade GLE |
| C.009 | Retell-A-Story | 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.2.2.5.3.1 |
| C.010 | Compare-A-Story | 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.2.1.1.2.4 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 | LA.A.2.2.5.3.1 |
| 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.2.2.5.3.1 |
| 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.2.2.5.3.1 |
| 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.2.2.5.3.1 |
| 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.2.2.5.3.1 |
| 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.2.2.5.3.1 |
| 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.2.2.5.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | Second Grade GLE | Third Grade GLE |
|-----------------|---------------------|------------------------------|-----------------|--|-----------------|
| | | | | | |
| C.026 | Precise Predictions | Monitoring for Understanding | | LA.A.1.1.2.1 | LA.A.2.2.5.3.1 |
| | | | | 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 | |
| C.027 | Read and Ask | Monitoring for Understanding | | LA.A.1.1.2.2.4 | LA.A.2.2.5.3.1 |
| | | | | 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.2.1.3.2.1 LA.A.2.1.4.2.1 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.2.2.5.3.1 |
| | | | | 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.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | |
| C.029 | Ask and Answer | Monitoring for Understanding | | LA.A.1.1.2.2.4 | LA.A.2.2.5.3.1 |
| | | | | 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.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | |
| C.030 | Simple Summary | Monitoring for Understanding | | LA.A.1.1.2.2.4 | LA.A.2.2.5.3.1 |
| | | | | LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.3.2.1 LA.E.1.1.2.2.1 | |
| C.031 | Sum Summary! | Monitoring for Understanding | | LA.A.1.1.2.2.4 | LA.A.2.2.5.3.1 |
| | | | | LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.3.2.1 LA.E.1.1.2.2.1 | |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | Third Grade GLE |
|-----------------|--------------------------|------------------------------|------------------|---|-----------------|
| | | | Second Grade GLE | Third Grade GLE | |
| C.032 | Strategic Strategies | Monitoring for Understanding | | LA.A.1.1.2.1 LA.A.1.2.2.4 LA.A.1.14.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.3 LA.A.2.13.2.1 LA.A.2.14.2.1 LA.E.1.1.2.2.1 | LA.A.2.2.5.3.1 |
| C.033 | Reading Repair | Monitoring for Understanding | | LA.A.1.1.2.1 LA.A.1.1.2.2.4 LA.A.1.14.2.1 LA.A.2.1.1.2.1 LA.E.1.1.2.2.1 | LA.A.2.2.5.3.1 |
| C.034 | Show-U-Know | Monitoring for Understanding | | LA.A.1.1.2.1 LA.A.1.1.2.2.4 LA.A.1.14.2.1 LA.A.2.1.1.2.1 LA.E.1.1.2.2.1 | LA.A.2.2.5.3.1 |
| C.012 | Just the Facts | Expository Text Structure | | LA.A.1.1.2.2.4 LA.A.1.14.2.1 LA.A.2.1.3.2.1 LA.E.1.1.2.2.1 | LA.A.2.2.6.3.1 |
| C.019 | Fact or Opinion Football | Text Analysis | | LA.A.1.1.3.2.6 | LA.A.2.2.6.3.1 |
| C.021 | Compare and Contrast | Text Analysis | | LA.A.2.1.5.2.1 | LA.A.2.2.6.3.1 |
| V.016 | Oh My Word! | 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.2.2.8.3.1 |
| V.017 | 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.2.2.8.3.1 |
| V.018 | 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.2.2.8.3.1 |
| V.019 | 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.2.2.8.3.1 |
| V.024 | Meaning Map | Word Analysis | | LA.A.1.1.3.2.6 LA.A.2.1.5.2.1 | LA.A.2.2.8.3.1 |
| 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 |
| V.037 | Ask-Explain-List | Words in Context | | | LA.A.2.2.8.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | Third Grade GLE |
|-----------------|----------------------|---------------------------|------------------|---|-----------------|
| | | | Second Grade GLE | Third Grade GLE | |
| C.011 | Book Look | Expository Text Structure | | LA.A.1.1.3.2.6 LA.A.2.1.5.2.1 LA.A.2.1.5.2.3 LA.E.1.1.2.2.1 | LA.A.2.2.8.3.1 |
| 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.2.2.8.3.1 |
| C.021 | Compare and Contrast | Text Analysis | | LA.A.1.1.3.2.6 LA.A.2.1.5.2.1 | LA.A.2.2.8.3.1 |
| C.012 | Just the Facts | Expository Text Structure | | LA.A.1.1.2.2.4 LA.A.1.14.2.1 LA.A.2.1.3.2.1 LA.E.1.1.2.2.1 | LA.D.2.2.5.3.1 |
| C.004 | Story Book | Narrative Text Structure | | LA.A.1.1.2.2.4 LA.A.1.14.2.1 LA.A.2.1.1.2.2 LA.A.2.1.1.2.3 LA.E.1.1.2.2.1 | LA.E.1.2.2.3.1 |
| C.006 | Story Element Web | Narrative Text Structure | | LA.A.1.1.2.2.4 LA.A.1.14.2.1 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.E.1.2.2.3.1 |
| C.007 | Story Grammar Yammer | Narrative Text Structure | | LA.A.1.1.2.2.4 LA.A.1.14.2.1 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.E.1.2.2.3.1 |
| C.008 | Retell Ring | Narrative Text Structure | | LA.A.1.1.2.2.4 LA.A.1.14.2.1 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.E.1.2.2.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | | |
|-----------------|----------------------|--------------------------|--|-----------------|-----------------|
| | | | Second Grade GLE | Third Grade GLE | Third Grade GLE |
| C.009 | Retell-A-Story | Narrative Text Structure | LA.A.1.12.2.4 LA.A.1.14.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.2 LA.A.2.1.1.2.3 LA.A.2.14.2.1 LA.E.1.12.2.1 | LA.E.1.2.2.3.1 | LA.E.1.2.2.3.1 |
| C.005 | Story Element Sort | Narrative Text Structure | LA.E.1.12.2.1 | LA.E.1.2.2.3.2 | LA.E.1.2.2.3.2 |
| C.006 | Story Element Web | Narrative Text Structure | LA.A.1.12.2.4 LA.A.1.14.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.2 LA.A.2.1.1.2.3 LA.A.2.14.2.1 LA.E.1.12.2.1 | LA.E.1.2.2.3.2 | LA.E.1.2.2.3.2 |
| C.007 | Story Grammar Yammer | Narrative Text Structure | LA.A.1.12.2.4 LA.A.1.14.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.2 LA.A.2.1.1.2.3 LA.A.2.14.2.1 LA.E.1.12.2.1 | LA.E.1.2.2.3.2 | LA.E.1.2.2.3.2 |
| C.008 | Retell Ring | Narrative Text Structure | LA.A.1.12.2.4 LA.A.1.14.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.2 LA.A.2.1.1.2.3 LA.A.2.14.2.1 LA.E.1.12.2.1 | LA.E.1.2.2.3.2 | LA.E.1.2.2.3.2 |
| C.009 | Retell-A-Story | Narrative Text Structure | LA.A.1.12.2.4 LA.A.1.14.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.2 LA.A.2.1.1.2.3 LA.A.2.14.2.1 LA.E.1.12.2.1 | LA.E.1.2.2.3.2 | LA.E.1.2.2.3.2 |
| C.010 | Compare-A-Story | Narrative Text Structure | LA.A.1.12.2.4 LA.A.1.14.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.2 LA.A.2.1.1.2.4 LA.A.2.14.2.1 LA.E.1.12.2.1 | LA.E.1.2.2.3.2 | LA.E.1.2.2.3.2 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | Second Grade GLE | Third Grade GLE |
|-----------------|---------------------------|------------------------------|-----------------|--|-----------------|
| | | | | 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.2.1.3.2.1 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.E.1.2.2.3.2 |
| C.027 | Read and Ask | Monitoring for Understanding | | 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.2.1.3.2.1 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.E.1.2.2.3.2 |
| C.028 | Question Quest | Monitoring for Understanding | | 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.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.E.1.2.2.3.2 |
| C.029 | Ask and Answer | Monitoring for Understanding | | 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.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.E.1.2.2.3.2 |
| 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.E.1.2.2.3.3 |
| 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.E.1.2.2.3.3 |
| C.010 | Compare-A-Story | 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.2.1.1.2.4 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 | LA.E.1.2.2.3.3 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|---------------------|------------------------------|--|-----------------|
| | | | Second Grade GLE | Third Grade GLE |
| C.026 | Precise Predictions | Monitoring for Understanding | LA.A.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.A.2.1.1.2.2 LA.A.2.1.1.2.3 LA.E.1.1.2.2.1 | LA.E.1.2.2.3.3 |
| C.027 | Read and Ask | Monitoring for Understanding | LA.A.1.1.2.2.4 LA.A.1.1.4.2.1 LA.A.2.1.1.2.1 LA.A.2.1.1.2.2 LA.A.2.1.1.2.3 LA.A.2.1.3.2.1 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.E.1.2.2.3.3 |
| C.028 | Question Quest | Monitoring for Understanding | 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.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.E.1.2.2.3.3 |
| C.029 | Ask and Answer | Monitoring for Understanding | 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.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.E.1.2.2.3.3 |
| 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.A.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.E.1.2.3.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | Second Grade GLE | Third Grade GLE |
|-----------------|-----------------|------------------------------|-----------------|--|-----------------|
| C.010 | Compare-A-Story | 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.2.1.1.2.4 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 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.2.1.1.2.4 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 | LA.E.1.2.3.3.1 |
| C.027 | Read and Ask | Monitoring for Understanding | | 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.2.1.3.2.1 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.E.2.2.3.3.1 |
| C.028 | Question Quest | Monitoring for Understanding | | 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.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.E.2.2.3.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | |
|-----------------|----------------------|------------------------------|--|-----------------|
| | | | Second Grade GLE | Third Grade GLE |
| C.029 | Ask and Answer | Monitoring for Understanding | 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.2.1.3.2.1 LA.E.1.1.2.2.1 LA.E.2.1.1.2.1 | LA.E.2.2.3.3.1 |
| 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.E.2.2.4.3.1 |
| C.007 | Story Grammar Yammer | 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.E.2.2.4.3.1 |
| C.008 | Retell Ring | 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.E.2.2.4.3.1 |
| C.009 | Retell-A-Story | 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.E.2.2.4.3.1 |
| C.010 | Compare-A-Story | 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.2.1.1.2.4 LA.A.2.1.4.2.1 LA.E.1.1.2.2.1 | LA.E.2.2.4.3.1 |

Teacher Resource Guide

Crosswalk – Sorted By Third Grade GLE

| Activity Number | Activity Name | Subcomponent | DIBELS® Measure | Second Grade GLE | Third Grade GLE |
|-----------------|------------------------|---------------------------|-----------------|--|-----------------|
| | | | | | |
| 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.E.2.2.4.3.2 |
| 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.E.2.2.4.3.2 |
| 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.E.2.2.4.3.2 |
| 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.E.2.2.4.3.2 |

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

Teacher Resource Guide

Glossary

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.

Teacher Resource Guide

Glossary

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.

Teacher Resource Guide

Glossary

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:

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

Teacher Resource Guide

Glossary

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

Teacher Resource Guide

Glossary

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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Teacher Resource Guide

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