

**Unit Title: Marvels Around Us**

**Unit Summary:** In this module, students will listen to, read, and view poems and its elements. Students will also encounter biographies to build knowledge across genres. As students build their vocabulary they will differentiate poems and drama. Students will also learn the concept of teamwork through realistic fiction texts and they will be provided with opportunities to identify literary elements, author’s craft, and theme in order to better understand unfamiliar texts.

**Writing summary:** Students will develop skills for writing paragraphs focusing on a main idea. They will learn how to revise and edit and apply the strategy in their own composition.

**Big Ideas**

- Analyzing literary elements and the author's craft can help readers comprehend the text and make connections to other texts and their own life experiences.
- Writers learn from other authors' craft and use of literary devices to help them form their own writing style and voice.
- Inferences help readers understand things about a text that may not be explicitly written.
- Determining the central idea and summarizing a text helps readers both remember the text and communicate the content of the text with others.
- Figurative language such as metaphors and similes are often used in order to inspire emotions in a reader.
- There are a variety of strategies to determine the meaning of unfamiliar and multiple meaning words in text.
- Reading fluency strategies can be used to help increase overall reading comprehension and critical thinking skills.

**Essential Questions:**

**Weeks 1-3**

- How does figurative language and imagery help an author express their voice and help a reader visualize a text?
- How does understanding the text structure like compare and contrast help you understand and summarize a text?
- How can an author use figurative language such as metaphors and similes to inspire emotions in a reader?
- Why is making inferences an important part of understanding and analyzing a text?

**Weeks 4-6**

- Why are central ideas and summarizing important for communicating with others about a text?
- What are the elements specific to poetry and how can they help you understand the message of the story?
- How can understanding text structure like cause and effect help you connect what you are reading to real life situations?
- How can a biography help you develop a well written composition

**Weeks 7-9**

- How can you use literary elements and the author's craft to help you have a deeper understanding of a text?
- How can text structure like sequence help you to understand a text?
- How can understanding text structure like problem- solution help you better determine the author's purpose?
- How can a biography be developed?

- What essential information can we find in a biography?

**Core Competencies:**

**Formative:**

- Students should be able to annotate and answer questions about a text focusing on text features, point of view, and theme.
- Students should understand the steps of the writing process.
- Students can use irregular verbs in their own writing with correct spelling.
- Students will be able to analyze and annotate a text with a focus on inferences, central idea, text structure, author's purpose and summary.
- Students can identify the elements specific to poetry and use them to understand the message of a poem.
- Students can identify the theme of a selection and use that theme to make a connection to their lives.
- Students can identify and understand similes and metaphors and use them correctly in their own writing.

**Summative**

- Weekly TEKS focused assessment
- Campus assessment
- Weekly selection Quiz

[Constructed Responses Rubric](#)

**Pauta de calificación para respuesta construida**

Puntos	Descripción
2	<p><b>2 puntos</b></p> <ul style="list-style-type: none"> <li>• La respuesta da una explicación <b>completa y correcta</b> de la pregunta.</li> <li>• La respuesta incluye explicaciones e interpretaciones del texto u opiniones claras y específicas, basadas en una comprensión, una inferencia, un análisis, una evaluación y/o una comparación efectivos.</li> <li>• La respuesta se apoya en detalles del texto.</li> </ul>
1	<p><b>1 puntos</b></p> <ul style="list-style-type: none"> <li>• La respuesta da una explicación <b>parcialmente completa y correcta</b> de la pregunta.</li> <li>• La respuesta intenta incluir explicaciones e interpretaciones del texto u opiniones, pero son poco claras o no se corroboran, y muestran una limitación en la comprensión, la inferencia, el análisis, la evaluación y/o la comparación.</li> <li>• La respuesta se apoya en detalles limitados (en cantidad o calidad) del texto.</li> </ul>
0	<p><b>0 puntos</b></p> <ul style="list-style-type: none"> <li>• La respuesta es incorrecta, irrelevante o inexistente.</li> </ul>

**Culminating Project: *Building Relationships in the World***- Students will research another culture to find commonalities between social issues, propose an alliance between nations to solve that problem and do a written product and an oral presentation. After all students present their ideas, they will vote to select the best in the class and students can publish their idea in social media to create awareness with adult assistance.

- **Week 1:** Brainstorm with students what are the major issues in our society that worry them. Then, brainstorm other countries that students might be interested in learning about or visit. Challenge the students to discuss how they would propose to build a relationship between countries to solve a current issue in our society (hunger, education, homelessness, healthcare, etc.).

- **Week 2-3:** Students will select one specific issue and country to research information from a variety of sources (experts, books, internet) and personal experiences (interviews with family and/or school staff).
- **Week 4-6:** Students will work individually or collaboratively to write a plan with steps for collaboration between countries (purpose, resources, cost). Bilingual products are always encouraged.
- **Week 7-9:** Students will practice their oral presentations and present their plan to the class with the materials created. The class will vote for the best idea. The winner could receive the Award for Building Cultural Relationships and the opportunity to share their idea with other classes, with adult assistance.

Unit 02 TEKS  
[20-21 SLAR Unpacked TEKS](#)  
[Bilingual TEKS Scope](#)

**Priority Standards**

Concept and Language Development	Vocabulary and Comprehension	Foundational Skills Phonics/Word Study	Writer's Workshop Writing Instruction
<p><b>4.1A</b> listen actively, ask relevant questions to clarify information, and make pertinent comments</p>	<p><b>4.3A</b> use print or digital resources to determine meaning, syllabication, and pronunciation;</p> <p><b>4.3B</b> use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p><b>4.3C</b> determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto,graph, and meter;</p> <p><b>4.6E</b> make connections to personal experiences, ideas in other texts, and society;</p> <p><b>4.6F</b> make inferences and use evidence to support understanding;</p>	<p><b>4.2B(iv)</b> marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p> <p><b>4.4</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected: to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</p>	<p><b>4.11A</b> plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p> <p><b>4.11B(i)</b> organizing with purposeful structure, including an introduction, transitions, and a conclusion;</p> <p><b>4.11B(ii)</b> developing an engaging idea with relevant details;</p> <p><b>4.11C</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p><b>4.12A</b> compose literary texts such as personal narratives and poetry using genre</p>

	<p><b>4.6G</b> evaluate details read to determine the main and key ideas;</p> <p><b>4.6H</b> synthesize information to create new understanding;</p> <p><b>4.7A</b> describe personal connections to a variety of sources, including self-selected texts;</p> <p><b>4.7D</b> retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p><b>4.9B</b> explain figurative language such as simile, metaphor, and personification that the poet uses to create images;</p> <p><b>4.9C</b> explain structure in drama such as acts, scenes, and stage directions;</p> <p><b>4.9D(i)</b> the central idea with supporting evidence;</p> <p><b>4.9D(iii)</b> organizational patterns such as compare and contrast.</p> <p><b>4.9E(ii)</b> explaining how the author has used facts for an argument;</p> <p><b>4.10A</b> explain the author's purpose and message within a text;</p> <p><b>4.10B</b> explain how the use of text structure contributes to the author's</p>		<p>characteristics and craft;</p> <p><b>4.12B</b> compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p>
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	<p>purpose;</p> <p><b>4.10D</b> describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;</p> <p><b>4.10E</b> identify and understand the use of literary devices, including first- or third-person point of view;</p>		
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New to Grade Level			
	<p><b>4.3E</b> differentiate between and use homographs, homophones, and commonly confused terms such as porque/porqué/por qué/por que, sino/si no, and también/tan bien.</p> <p><b>4.9D</b> recognize characteristics and structures of informational text, including</p> <p><b>4.9E(i)</b> identifying the claim;</p> <p><b>4.9E(ii)</b> explaining how the author has used facts for an argument;</p>	<p><b>4.2B(ii)</b> spelling palabras esdrújulas (words with the stress on the antepenultimate syllable) that have an orthographic accent;</p> <p><b>4.2B(iv)</b> marking accents appropriately when conjugating verbs in simple and imperfect past, perfect, conditional, and future tenses</p>	<p><b>4.11D(ii)</b> irregular verbs</p> <p><b>4.12D</b> compose correspondence that requests information.</p> <p><b>4.13E</b> demonstrate understanding of information gathered;</p> <p><b>4.13F</b> recognize the difference between paraphrasing and plagiarism when using source materials;</p> <p><b>4.13G</b> develop a bibliography</p>

	<p><b>4.9D</b> recognize characteristics and structures of informational text</p>		
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**Spiraled Standards**

<p><b>4.1A</b> listen actively, ask relevant questions to clarify information, and make pertinent comments</p> <p><b>4.1B</b> follow, restate, and give oral instructions that involve a series of related sequences of action</p> <p><b>4.1C</b> express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively</p> <p><b>4.1D</b> work collaboratively with others to develop a plan of shared responsibility</p>	<p><b>4.3A</b> use print or digital resources to determine meaning, syllabication, and pronunciation;</p> <p><b>4.3B</b> use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p> <p><b>4.3C</b> determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and</p> <p><b>4.3D</b> identify, use, and explain the meaning of idioms, homographs, and homophones such as abrasar/abrazar;</p> <p><b>4.6A</b> establish purpose for reading assigned and self-selected texts;</p> <p><b>4.6B</b> generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p><b>4.6C</b> make, [and] correct or confirm predictions using text features, characteristics of genre, and structures;</p>	<p><b>4.2A(iv)</b> decoding words with prefixes and suffixes.</p> <p><b>4.2B(i)</b> spelling palabras agudas (words with the stress on the last syllable) with an orthographic accent</p> <p><b>4.4</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected: to use appropriate fluency (rate, accuracy, and prosody) when reading grade- level text.</p>	<p><b>4.11A</b> plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;</p> <p><b>4.11B(i)</b> organizing with purposeful structure, including an introduction, transitions, and a conclusion;</p> <p><b>4.11B(ii)</b> developing an engaging idea with relevant details;</p> <p><b>4.11C</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p><b>4.11D(i)</b> complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p><b>4.11D(iii)</b> singular, plural, common, and proper nouns, including gender-specific articles;</p> <p><b>4.11D(iv)</b> adjectives, including their</p>
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	<p><b>4.6D</b> create mental images to deepen understanding;</p> <p><b>4.6E</b> make connections to personal experiences, ideas in other texts, and society;</p> <p><b>4.6F</b> make inferences and use evidence to support understanding;</p> <p><b>4.6G</b> evaluate details read to determine the main and key ideas;</p> <p><b>4.6H</b> synthesize information to create new understanding;</p> <p><b>4.6I</b> monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p> <p><b>4.7A</b> describe personal connections to a variety of sources, including self-selected texts;</p> <p><b>4.7B</b> write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p><b>4.7C</b> use text evidence to support an appropriate response;</p> <p><b>4.7D</b> retell, paraphrase, or summarize texts</p>		<p>comparative and superlative forms;</p> <p><b>4.11D(v)</b> adverbs that convey frequency and adverbs that convey degree</p> <p><b>4.11D(vii)</b> pronouns, including personal, possessive, objective, reflexive, and prepositional;</p> <p><b>4.11D(ix)</b> capitalization of historical events and documents, titles of books, stories, and essays;</p> <p><b>4.11D(x)</b> punctuation marks, including commas in compound and complex sentences and em dash for dialogue.</p> <p><b>4.11D(xi)</b> correct spelling of words with grade-appropriate orthographic patterns and rules.</p> <p><b>4.11E</b> publish written work for appropriate audiences.</p> <p><b>4.12A</b> compose literary texts such as personal narratives and poetry using genre characteristics and craft;</p> <p><b>4.12B</b> compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;</p> <p><b>4.12C</b> compose argumentative texts, including opinion essays, using genre</p>
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	<p>in ways that maintain meaning and logical order;</p> <p><b>4.7E</b> interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p><b>4.7F</b> respond using newly acquired vocabulary as appropriate</p> <p><b>4.7G</b> discuss specific ideas in the text that are important to the meaning.</p> <p><b>4.8A</b> infer basic themes supported by text evidence;</p> <p><b>4.9B</b> explain figurative language such as simile, metaphor, and personification that the poet uses to create images;</p> <p><b>4.9C</b> explain structure in drama such as acts, scenes, and stage directions;</p> <p><b>4.9D(i)</b> the central idea with supporting evidence;</p> <p><b>4.9D(ii)</b> features such as pronunciation guides and diagrams to support understanding</p> <p><b>4.9D(iii)</b> organizational patterns such as compare and contrast.</p> <p><b>4.10A</b> explain the author's purpose and message within a text;</p>		<p>characteristics and craft.</p> <p><b>4.13A</b> generate and clarify questions on a topic for formal and informal inquiry;</p> <p><b>4.13C</b> identify and gather relevant information from a variety of sources;</p> <p><b>4.13H</b> use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
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	<p><b>4.10B</b> explain how the use of text structure contributes to the author's purpose;</p> <p><b>4.10C</b> analyze the author's use of print and graphic features to achieve specific purposes;</p> <p><b>4.10D</b> describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;</p> <p><b>4.10E</b> identify and understand the use of literary devices, including first- or third-person point of view;</p> <p><b>4.10F</b> discuss how the author's use of language contributes to voice</p>		
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**Reading Academic Vocabulary**

Genre	Literary Elements	Comprehension	Vocabulary
<p>Poesia Poetry Biografia Biography</p>	<p>Imágenes Images Secuencia Sequence Rima Rhyme Estrofa Stanza Simil Simile Metafora Metaphor</p>	<p>Sintetizar Synthesize Resumir Summarize Conexión personal Personal Connection</p>	<p>Idea principal Central Idea Homografos Homographs Homofonos Homophones</p>


**Writing Academic Vocabulary**

Writing Process	Grammar	Spelling
<p>Editar y revisar Edit and Revise Parrafo Paragraph</p>	<p>Verbos en presente Verbs in present tense Verbos en pasado y futuro Verbs in past and future tense</p>	<p>Acentos Accents</p>

REQUIRED RESOURCES (READING INSTRUCTION) <i>Measuring Up Model Lessons are used to introduce a skill or standard.</i>	SUGGESTED PAIRED TEXTS <i>Paired Texts are used to complement and enrich instruction following the Measuring Up Model Lesson.</i>
<p><b>Measuring Up</b></p> <ul style="list-style-type: none"> <li>● Lesson 3: Make and support inferences. Hacer y apoyar inferencias.</li> <li>● Lesson 4: Make connections. Hacer conexiones.</li> <li>● Lesson 5: Synthesize to comprehend. Sintetizar para comprender.</li> <li>● Lesson 7: Use phonic knowledge to decode words. Usar el conocimiento fonético para decodificar palabras.</li> <li>● Lesson 9: Use context to determine relevant word meaning. Usar el contexto para determinar significados relevantes de palabras.</li> <li>● Lesson 11: Explain how figurative language creates imagery. Explicar cómo el lenguaje figurado crea imágenes literarias.</li> <li>● Lesson 13: Summarize and infer theme in fiction. Resumir o inferir el tema en ficción.</li> </ul>	<p><b>Unit texts in the textbook (HMH)</b></p> <ul style="list-style-type: none"> <li>● ¿Quién es un héroe? (Informativo)</li> <li>● El misterio del tiempo robado. (Ficción realista)</li> <li>● Bomberos paracaidistas al rescate. (No ficción)</li> <li>● Perseo y la derrota de Medusa. (Mito/ Obra de teatro)</li> <li>● La batalla del Álamo. (Narración no ficción)</li> <li>● Por qué son importantes los centros de arte. (Argumentativo)</li> <li>● Los Beatles eran famosos (y muy divertidos). (Biografía)</li> <li>● ¿Cómo viajamos al pasado con una foto? (Informativo)</li> <li>● Pepino. (Fantasía)</li> <li>● El arte de la poesía. (Poesía)</li> <li>● Las siete maravillas naturales. (Informativo)</li> <li>● Rocas extrañas y extraordinarias (Informativo)</li> <li>● El Gran Cañón: Un sendero a través de tiempo (No ficción)</li> </ul> <p><b>Additional Suggested Titles:</b></p>
REQUIRED RESOURCES (GRAMMAR AND WRITING INSTRUCTION)	

<p><b>Patterns of Power en español: Chapter 4</b></p> <ul style="list-style-type: none"> <li>• Chapter 3.6</li> <li>• Chapter 4.1</li> <li>• Chapter 4.4</li> <li>• Chapter 4.2</li> <li>• Chapter 7.2</li> <li>• Chapter 4.5</li> <li>• Chapter 9.1</li> <li>• Chapter 10.2</li> </ul>
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Multi-Tiered Supports to Tier 1 Instruction

	Vocabulary and Comprehension (Guided Reading)	Foundational Skills Phonics/Word Study/Fluency	Writer's Workshop Writing Instruction
	<b>Daily 6 Critical Reading, Writing, Structured Conversations, Frequent Feedback</b>		
	Before Reading Strategies	During Reading Strategies	Response Strategies
<p><b>Tier 1</b></p> <p><i>All students receive guided (or modeled) support during whole-class instruction with use of responsive teaching strategies</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Vocabulary Routine</a> <ul style="list-style-type: none"> <li>◦ <a href="#">Vocabulary in Context</a></li> </ul> </li> <li>• Activate Reading           <ul style="list-style-type: none"> <li>◦ <a href="#">Activate Prior Knowledge</a></li> <li>◦ <a href="#">Preview &amp; Purpose</a></li> </ul> </li> <li>• <a href="#">Genre Characteristics</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Foundational Reading Strategies Success Criteria</a></li> <li>• Chunking and annotating (Reading for the <b>gist</b>)</li> <li>• Clarifying Meaning Strategies</li> <li>• Model Reading with Fluency and Prosody</li> <li>• Guided Reading with <a href="#">Think Aloud</a></li> <li>• Active Reading with <a href="#">Reciprocal Teaching</a></li> <li>• Active Reading with <a href="#">Say Something</a></li> </ul>	<p><b>Discussion:</b></p>  <ul style="list-style-type: none"> <li>• Turn and Talk Routines</li> <li>• <a href="#">QSSSA</a> Document with links to video</li> <li>• <a href="#">QSSSA</a> Seidlitz Article</li> <li>• Talk-Read-Talk-Write <a href="#">Strategy</a></li> <li>• <a href="#">Philosophical Chairs</a></li> <li>• <a href="#">Gallery Walk</a></li> </ul> <hr/> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Summary (10-20 words)</li> </ul>

			<ul style="list-style-type: none"> <li>• <a href="#">Sentence Frames</a></li> <li>• <a href="#">Structured Writing</a> tasks</li> <li>• <a href="#">Paragraph Hamburger</a> Article</li> <li>• <a href="#">Lead4ward Sentence Stems</a></li> <li>• <a href="#">Writing Rubrics</a></li> </ul>
<b>Tier 2</b> <i>(Should be accessed through Tier 1 instruction with additional scaffolding support)</i>	<ul style="list-style-type: none"> <li>• Rigby Leveled Library</li> <li>• Learning A-Z</li> <li>• <a href="#">FCRR-Florida Center for Reading Research</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Read Naturally</a></li> <li>• <a href="#">FCRR-Florida Center for Reading Research</a></li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• <a href="#">Student Checklist</a> 3-5</li> <li>• Hamburger Method</li> <li>• <a href="#">Paragraph Frames</a></li> <li>• <a href="#">FCRR-Florida Center for Reading Research</a></li> </ul>
<b>Tier 3</b> <i>(should be accessed through Tier 1 with small group or one-on-one supports)</i>	<ul style="list-style-type: none"> <li>• Rigby Leveled Library</li> <li>• Learning A-Z</li> <li>• <a href="#">FCRR-Florida Center for Reading Research</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">FCRR-Florida Center for Reading Research</a></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> <li>• <a href="#">Student Checklist</a> 3-5</li> <li>• Hamburger Method</li> <li>• <a href="#">Paragraph Frames</a></li> <li>• <a href="#">FCRR-Florida Center for Reading Research</a></li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Rigby Leveled Library</li> <li>• Learning A-Z</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

**UNIT RESOURCES**

DVISD	Instructional Resources	Data, Diagnosis, Direct Teach, Commitment	Responsive Teaching
<a href="#">Writer’s Workshop Instructional Guidelines</a> <a href="#">Writing Rubrics</a> <a href="#">PLC Template</a>	<a href="#">Balanced Literacy Website</a> <a href="#">Vertical Alignment</a> Year At-a-Glance <a href="#">TEA TEKS Guide</a> <a href="#">ELPS</a> <a href="#">Kilgo Question Stems</a> <a href="#">Lead4Ward Playlist</a> <a href="#">Lead4ward Virtual Instructional Strategies-Adaptations</a>	<a href="#">Fluency 3DC</a> <a href="#">Comprehension 3DC</a> <a href="#">Writing 3DC</a> <a href="#">Phonics/Phonemic Awareness 3DC</a> <a href="#">Vocabulary 3DC</a>	<ul style="list-style-type: none"> <li>• <a href="#">Setting up your Classroom</a></li> <li>• Learning Intention &amp; Success Criteria</li> <li>• QSSSA-Question, Stem, Signal, Share, Assess</li> <li>• Frequent Talk</li> <li>• Frequent Feedback</li> <li>• Critical Reading</li> <li>• Critical Writing</li> </ul>

	<a href="#">ELAR Assessed Curriculum Overview</a> <a href="#">ELAR Overlapping TEKS in STAAR Released Tests</a>	
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Resources and References for Student Progress

[DVISD Reading Level Correlation Chart](#)

Grade	BOY			MOY			EOY		
	September			December			May		
	STAR Spanish IRL	Fluency-words per minute	Instructional Level	STAR Spanish IRL	Fluency-words per minute	Instructional Level	STAR Spanish IRL	Fluency-words per minute	Instructional Level
<b>Kinder</b>	<0.0-.4	Letter Name/Sound	-	0.5-0.8	10	B	0.8-1.0	30	D
<b>1st</b>	0.8-1.2	35	D/E	1.3-1.7	45	F	1.8-2.0	59	I
<b>2nd</b>	1.8-2.2	60	J/K	2.3-2.7	70	L	2.8-3.0	84	M
<b>3rd</b>	2.8-3.2	85	M/N	3.3-3.7	90	O	3.8-4.0	99	P
<b>4th</b>	3.8-4.2	100	P/Q	4.3-4.7	107	R	4.8-5.0	114	S
<b>5th</b>	4.8-5.2	115	S/T	5.3-5.7	119	U	5.8-6.0	124	V

Grade	BOY						MOY						EOY					
	September		October		November		December		January		February		March		April		May	
	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level	Fluency-words per minute	Instructional Level
<b>Kinder</b>	Letter Name/Sound	-	Letter Name/Sound	A	5	B	10	B	15	C	20	C	25	D	30	D	30	D
<b>1st</b>	25	D/E	30	E	35	F	40	F	45	G	50	H	55	H	60	I	60	I
<b>2nd</b>	55	J/K	60	K	65	K	70	L	75	L	80	M	85	M	90	M	90	M
<b>3rd</b>	85	M/N	90	N	95	N	100	O	105	O	110	O	115	P	120	P	120	P
<b>4th</b>	115	P/Q	120	Q	125	Q	130	R	135	R	140	R	145	S	150	S	150	S
<b>5th</b>	145	S/T	150	T	155	T	160	U	165	U	170	U	175	V	180	V	180	V
<b>6th</b>		V/W		W		W		X		X		X		Y		Y		Y
<b>7th</b>		Y		Y		Y		Y		Y/Z		Z		Z		Z		Z
<b>8th</b>		Z		Z		Z		Z		Z		Z		Z		Z		Z
<b>9th-12th</b>		Z+		Z+		Z+		Z+		Z+		Z+		Z+		Z+		Z+