

Unit 4 Reading: Meeting Characters and Learning Lessons, A Study of Story Elements

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 2**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

During this unit, students will study both character traits and actions to help understand the character. An analysis of characters' changing feelings will be considered. Most importantly, students will develop strategies to use when they are struggling to understand the character.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision: June 2021

Instructional Reading Level Benchmark: H, I, J, K

Guided Reading and Small-Group work can provide small group instruction for **Level H** language and literary features:

- Multiple episodes taking place across time
- Variation in placement of subject, verb, adjectives, and adverbs
- Easy multi-syllable words
- Easy compound words

Guided Reading and Small-Group work can provide small group instruction for **Level I** language and literary features:

- Variety of dialogue (between more than two characters in many texts)
- Most texts told from a single point of view with some texts showing more than one
- Many sentence with embedded clauses and phrases
- Sentence with nouns, verbs, adjectives, and adverbs in series, divided by commas (quietly, loudly)
- Many compound sentences

Guided Reading and Small-Group work can provide small group instruction for **Level J** language and literary features:

- Characters which have more than one dimension
- Elaborated description of character traits
- Occasional use of parenthetical material embedded in sentences
- Many words with complex letter-sound relationships
- Some complex spelling patterns
- Adjectives describing dialogue

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

Pacing Guide

Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 1](#); the pacing guides for word study and phonemic awareness can be found in the learning plan.

Pacing Guide

Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 1](#); the [suggested pacing guides for word study and phonemic awareness](#) (grades K-1) can be found in the K-5 folder.

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below. These mandates may be hit through the selection of choice literature:

Amistad Commission

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of African-Americans to the growth and development of American society in a global context.

Asian American and Pacific Islander History Law

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

New Jersey Diversity and Inclusion Law

In accordance with New Jersey’s Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including:

<ADD WHICH APPLY TO THE UNIT FOLLOWING THE COLON AND SEPARATED BY COMMAS>
economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

LA.L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LA.L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.1.4.B	Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.
LA.L.1.4.C	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LA.L.1.5.A	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
LA.L.1.5.B	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
LA.L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
LA.L.1.5.D	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
LA.RF.1.2	Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

LA.RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.
LA.RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.RL.1.6	Identify who is telling the story at various points in a text.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.

LA.RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.

Essential Questions

- How can I make sure that I get to know the characters in my books just like I get to know my friends, noticing who they are, what they do, how they act, how they feel and what they learn?

Students Will Know/Students Will Be Skilled At

- Students will identify character actions
- Students will describe a character based upon his or her actions
- Students will use information from the book to help understand the character
- Students will think about characters as people by paying attention to their actions, traits, and how their feelings change over the course of the story.
- Students will retell stories by chunking clusters of pages together.
- Readers will use strategies to improve understanding of a character.
- Readers will infer character feelings, and how they change over the course of the book.
- Readers will focus on the meaning of the story.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative Assessments

- Responses to Essential Questions
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud/Shared Reading responses, written and oral
- Post-it notes to tally the number of times the book is read
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk--Knee Talking, Sharing out
- Post-it Board

Summative including Alternative Assessments:

- Reading Conferences
- Running Records
- Reading Logs
- Reading Responses
- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments
- Teachers College Reading and Writing Project: Reading learning progressions
- Use teacher/student-created rubrics
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card

Benchmark Assessments

- Phonemic Awareness Assessment
- Cranford Public Schools Sight Word Assessment
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Literacy Skills (DIBELS)
- Diagnostic: Phonological Assessment Profile by Linguistics (PAPL) Diagnostic Assessment, as needed
- iReady Screener and Diagnostic Assessment

Learning Plan

Primary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both structured and balanced literacy practices to both decode *and* comprehend print.

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-used techniques. Daily word work emphasizing phonics and phonemic awareness uses a multisensory approach to instruction. Decodable and controlled texts are used. For Word Study, please refer to the [Cranford Scope and Sequence](#). and the [Phonological Awareness Scope and Sequence](#).

To teach comprehension, reading instruction is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop These include interactive read-alouds, mini lessons, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership discussions. Students will select from authentic literature at their independent reading levels. Teachers will focus on the needed skills and behaviors identified on the Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

During reading workshop, teachers follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses "think aloud" when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click[here](#).)

Please see the Cranford Public School [Grades K-5 Google Folder](#) for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. The bends below provide detailed teaching points and lesson ideas.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests,

aspirations, or cultural backgrounds of individual students.

Suggested Teaching Points and Potential Lessons: Going on Reading Adventures

Suggested Teaching Points and Potential Lessons: Going on Reading Adventures

Readers preview stories to get ready for reading adventures

- Readers warm up or take a sneak peek to find out where they'll go and what they'll do
- Readers look at the title, front and back cover and peek inside all the while asking, "Who are the characters? Where are they going? What are they doing?"
- Readers keep track of setting in one of their books. After retelling they can read their stories.

Readers use the storyline to predict

- Readers don't just tag along behind the character, they also look ahead and imagine what's next. Think about what's already happened to predict what might happen next.
- Readers look for clues the author gives to help them predict
- Partners can read brand new books to each other and practice predicting together

Readers retell to retain the story

- The best way to remember a book forever and ever is to tell someone else about it. If you've marked some of the important parts, it will help you retell what happened.
- Students need to understand the difference between a big event and a small detail
- Students can think about the important parts and put post its on pages with big events

Readers revisit books to notice more

- Readers know that they can go back to the same place, the same page, and the same reading adventure and see something new every time. Readers reread!
- When readers notice more, they often have more questions. They might say, "I didn't realize . . ." or "I wonder why . . . ?"
- Reread with a partner and see even more. Partners may notice things you did not even see.

Readers reread to notice pages that go together

- When readers reread, they notice how parts of the story go together. You might notice that the same kinds of things happen again and again, or the way the trouble starts and ends.
- Students need to connect parts of the story together that move the story forward. Connect parts that relate to the problem or trouble.
- Partners need to remember to retell as soon as they finish a story
- Students should set personal goals to keep up with as they continue in this unit ie reread to notice

more, or retell at the end of each story

Suggested Teaching Points and Potential Lessons: Studying Characters in Books

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* Be sure teachers you are using ongoing assessments such as benchmarks and guided reading data

Learning about the Main Character

- The best part of reading stories is that you meet interesting characters along the way. Characters are the most important ingredient in any story, so readers need to pay attention to details to learn all they can about them.
- Students can gather information about what they know about their characters. What they do, what they like, what they have, what they say, etc
- Before partners share their books, they should introduce the character in the book and tell a little bit about him.

Readers learn about characters by noticing their relationships

- Readers don't just get to know the character who is the star of the story. They get to know the other characters, too. When you learn about the other characters, you end up knowing the main character even better.
- Students will read to notice relationships of characters in their books
- Students can add more dialogue that would make sense on the page and make the character talk even more.
- Teach reading inflectional endings - s, es, ed and ing to those that need this help with decoding
- Partners can read and reread to make themselves sound like their characters

Rereading to learn more about characters

- When readers reread, they don't just see new things in the story, they also notice new things about the characters. When you discover new details, you can think, "What is this teaching me about this character?"
- As readers reread they can learn new things about the characters from the words and the pictures.
- What the character says can tell us what he is like.
- Readers use pictures to tell us information that the words don't say.
- When we look at the pictures, a characters facial expression or body gesture, it helps us figure out what the character thinks, feels, and does.
- Readers can jot or mark pages with a post it when they learn something new.
- Partners share parts they have marked that give them more information about their characters.
- *Tips on helping students with retelling (page 48-49)

Readers become the character

- When books take you on reading adventures, you don't just follow the character. You practically become the character. You can change your voice to show what the character is feeling and bring the

character to life.

- Mo Willems books are great to get students to practice getting into the character's shoes
- Partners should practice bringing their characters to life

Characters' feelings change and so do readers' voices

- Readers expect a character's feelings to change across the story, and when feelings change, readers take action. They change their reading voices to show each new feeling.
- Readers can name different feelings of their characters and give evidence of why they feel that way. They can jot feelings on sticky notes or mark where feelings change in their books.
- When partners read, they need to make sure that when their character's feelings change they show that change in their own voice, face, and body.
- When readers retell the important parts, they also describe how characters change across the story.

Clues help readers know how to read a story

- Inquiry lesson – “What clues do authors leave that readers can use to bring characters to life?”
- Divide students into groups of 4 who are reading at similar levels, let them read a book or a chapter of a book and guide them to look for clues they think the author left to help them know how to read the words. Share ideas as a class and record on chart paper.
- Punctuation, dialogue, special print, descriptors, pictures, etc are all author's clues.
- Partners can play “Actor/Director” game
- Readers can update their personal goals

Readers reread to smooth out their voices and show big feelings

- Readers reread to see new details, and to learn more about the characters, but they also reread to make their voices smoother. You can reread to smooth out the bumpy parts and to show the big feelings in each part. Rereading can help you perform your books.
- Readers need to use all the clues in the book to read the way the author wants the book to sound.
- Students can read for a small group or the class or another class.

Suggested Teaching Points and Potential Lessons: Learning Important Lessons

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Discovering the lessons familiar stories teach

- Stories are like fortune cookies. When you open up a story, you find there's a little life lesson inside it.
- Readers need to be able to identify the problem then read the ending and think, “How did the problem get fixed.” And think, “What did the character realize or learn?”
- Readers can jot the lesson and talk about lessons with their partners or the class. Try jotting lessons on long strips of paper like fortunes in a fortune cookie.

Readers always keep life lessons in mind

- Readers don't just think about life lessons at the end of a story. You also think about them when you

start reading a new book. You can try to predict what the lesson will be even before you start to read, thinking right from the start, “I wonder if this is going to be one of those stories that teaches you . . .?”

- Students don’t need to read the whole story to begin thinking about the lesson the book might teach you. Keep those ideas and read to find out.
- Students need to go from the little lesson the character learned to a big life lesson a reader can learn.

Readers make comparisons

- Readers don’t just read books. Readers don’t just think about characters and life lessons. Readers also compare and contrast books. They think, “What’s the same? And What’s different?”
- Practice comparing and contrasting, use two student’s shoes.
- Partners can choose two books to compare and contrast
- Teachers need to spend time assessing students’ engagement levels

Readers group books by the lessons they teach

- When readers compare books, categories begin to form. You start to realize that books teach similar lessons. You can think, “How are these lessons the same?” to group books together
- Partners can help each other categorize their books by the lessons they teach.
- Readers think about what the author wants you to know, think, feel or believe
- Students should check in on the goals they have set and add if need be

Suggested Teaching Points and Potential Lessons: Growing Opinions About Books

Suggested Teaching Points and Potential Lessons: Growing Opinions About Books

Readers share their opinion about books

- Readers who know books well have strong opinions. And readers don’t keep those opinions to themselves. You can recommend books you love the most
- Readers will practice giving book talks and remember to include the lesson
- Introduce the book and the main character
- Retell the BIG things that happen. (Don’t give away the ending!)
- Pass along the lesson
- To lift the level of recommendations use examples from the text to show friends why they should read the book
- Students can prepare lesson strips to give to buddies when they share their books

Readers rehearse what they will say

- Just as rereading helps to make your reading voices smoother, rehearsing helps to make your speaking voices smoother.
- Partnerships can rehearse together and take turns recommending books
- Invite reading buddies from another class to come to your class

Materials

The materials used in this course integrate varied, leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. Classrooms will house rich and diverse classroom libraries of both classic and contemporary works.

Core materials used in all classrooms include the following:

- Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 1.
- Fountas and Pinnell Classroom System, Shared Reading.
- Fountas and Pinnell Classroom System, Guided Reading.
- Fountas and Pinnell Classroom System, Read Aloud.
- Heggerty: Phonemic Awareness.
- Cranford Word Study Program.

For Fountas & Pinnell classroom shared reading and interactive read aloud books that link to each unit, please see [the FPC and Units of Study Crosswalk](#).

Possible intervention materials including resources from FCRR and West Virginia may be found in the [Pathways to Intervention](#) document. Teachers can access the green Leveled Literacy Intervention (LLI) kits for striving readers.

Teachers must refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources. Classrooms house rich and diverse libraries with both classic and contemporary works to support a wide range of student interest and readiness.

Supplemental Instructional Materials

For [possible anchor charts](#), please look at instructional materials in the Grades K-5 folder.

Possible Read Aloud Texts

- Mr. Putter & Tabby Drop the Ball by Cynthia Rylant and Arthur Howard
- Iris and Walter and the Field Trip by Elissa Haden Guest
- The Ghost Eye Tree by Bill Martin
- Curious George by H.A. Rey
- Henry and Mudge by Cynthia Rylant
- Elephant and Piggie by Mo Willems
- I Am Sad by Mo Willems
- Waiting is not Easy by Mo Willems
- There's a Bird On My Head by Mo Willems
- Ish by Peter H. Reynolds

- Little Bear by Elsa Holmelund Minarik
- Peter’s Chair by Ezra Jack Keats
- Koala Lou by Mem Fox

Possible Teaching Charts

- “Readers Go On Adventures”
- “Clues that Help Readers Know HOW to Read”
- “Partners Share Their Reading Adventures”
- “Readers Meet Characters”
- “Readers Learn Lessons”

Guided Reading

Fiction and nonfiction book sets with 6-8 copies of the same title. Levels A to M - at least 12 sets in each level for both fiction and nonfiction

Teacher Resources

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 1 Heinemann, 2013.
- Teachers College Reading and Writing Project Reading Units of Study, Grade 1, 2014-2015.
- Fountas and Pinnell Benchmark Assessment Kit
- Teachers College Reading Assessment Kits for Grades K-2, Lee and Low Books
- Word Study Scope and Sequence using multisensory approach to word work
- The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching
- The Reading Strategies Book, Jennifer Serravallo
- The Literacy Teacher's Playbook, K-2, Jennifer Serravallo
- Conferring with Readers, Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School Grades K-8 Google Folder for instructional materials
- For lessons for word work, see [Florida Center for Reading Research](#)

Suggested Strategies for Modifications and Accommodations

[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each

reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.

Additional modifications to content during reading workshop include, but are not limited to:

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target specific strategies to teach students below benchmark levels.
- Refer to the [Strategies for Striving Students](#) and [Pathways to Intervention](#) documents in the [Grades K-5 folder](#) for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.
- Consult with Cranford Problem Solving Team (CPST) at your school, as needed.
- Refer to the If...Then...Curriculum:Assessment based instruction, Grades K-2 book.