

READING – Extended Grade Band Instructional Examples: 7-8

Model Academic Standard A: Reading

Objective 1: Determine the Meaning of Words and Phrases in Context <i>EXTENDED GRADE BAND OBJECTIVE 1A:</i> Use Context Clues to Understand Meaning of Words			
<i>Instructional Achievement Descriptors</i>			
Advanced	Proficient	Basic	Minimal
<i>Use and apply context clues to understand meaning of words and phrases</i>	<i>Use context clues to understand meaning of words</i>	<i>Use verbal or picture clues to understand word meaning</i>	<i>Recognize that words or symbols have meaning</i>
<p>Read a paragraph with five missing words. Provide the student with a word bank containing more words than blanks. Have the student identify the correct word for each blank to complete the paragraph accurately.</p>	<p>Read a paragraph with five missing words. Provide the student with a word bank containing the appropriate words to fill in the blanks. Have the student identify the correct word for each blank to complete the paragraph accurately.</p>	<p>Read three-five simple sentences with a word missing. Provide the student with a choice of three pictures or words to complete each sentence. Have the student identify the correct word or picture to complete each sentence.</p>	<p>Read a sentence containing the student’s name. Have the student identify his/her name in the sentence.</p>
<p>Explain to student that many words have both a dictionary meaning and an emotional connotation. Ask the student to identify the difference between touch and hit. Present additional word pairs, such as <i>write and scribble</i>, <i>walk and stroll</i>, and <i>say and yell</i>. Using chart paper, have student create sentences using the appropriate word. Ask when and where these actions are appropriate. Discuss the feelings associated with each action.</p>	<p>Explain to student that many words have both a dictionary meaning and an emotional connotation. Ask the student to identify the difference between touch and hit. Present additional word pairs, such as <i>write and scribble</i>, <i>walk and stroll</i>, and <i>whisper and yell</i>. Have the student act out the word pairs and ask when and where these actions are appropriate. Discuss the feelings associated with each action.</p>	<p>Explain to student that many words have both a dictionary meaning and an emotional connotation. Ask the student to identify the difference between touch and hit. Present additional word pairs, such as <i>write and scribble</i>, <i>whisper and yell</i>. Demonstrate each word in a pair. Have the student identify the word that matches the action. Have the student identify when or where the actions are appropriate.</p>	<p>Explain to student that many words have both a dictionary meaning and an emotional connotation. Present word pairs, such as <i>touch and hit</i>, and <i>whisper and yell</i>. Demonstrate action for each word. Have the student identify what you are doing.</p>

<p>Provide various word cards with pictures of familiar vocabulary words. Model how to put two words together to form a compound word. Model a match that does not make a compound word also. Have the student put the word cards together to form more compound words.</p>	<p>Provide various word cards with pictures of familiar vocabulary words. Model how to put two words together to form a compound word. Also model a match that does not make a compound word. Provide text that contains the compound words shown by the cards. Have the students locate compound words in the text.</p>	<p>Provide various word cards with pictures of familiar vocabulary words. Model how to put two words together to form a new (compound) word. Provide more examples. Have the student identify the compound word that is formed a choice of two.</p>	<p>Provide word cards with pictures of familiar vocabulary words. Model how to put the two words together to form a new (compound) word. Provide two pictures and have the student identify the picture that represents the new word.</p>
<p>Read a short text or paragraph. Identify/highlight known words. Have the student replace the known words with synonyms using a basic dictionary or thesaurus to identify multiple meanings for the word. Read the new text or paragraph using the synonyms.</p>	<p>Read a short text or paragraph. Identify/highlight known words. Have the student replace the known words with synonyms from a word bank. Read the new text or paragraph using the synonyms.</p>	<p>Read sentence from a sentence strip. Highlight/underline a familiar word. Present the student with two word cards (one that is a synonym for the underlined word and one that is not). Read the word on each card. Have the student identify the word that is a synonym. Read the sentence with the new word.</p>	<p>Student will match pictures to a similar picture. (<i>i.e. things that go together like bat and ball</i>)</p>
<p>Read a sentence containing a word that has two meanings. Highlight the word. Have the student find the word in a simple dictionary or using tools on the computer. Read the meanings for the word. Have the student identify the correct meaning for the word based on how it was used in the sentence.</p>	<p>Read a sentence containing a word that has two meanings. Highlight the word. Provide the student with the two meanings for the word. Have the student identify the correct meaning for the word based on how it was used in the sentence.</p>	<p>Read a sentence containing a word that has two meanings. Highlight the word. Provide pictures representing the two different meanings for the word. Have the student identify the picture that depicts the meaning of the word as it is used in the sentence.</p>	<p>Provide the student pictures of two items. Describe the use of the item. Have the student identify the correct picture.</p>
<p>Provide the student with a set of five pictures of places found in the community. Have the student identify what happens at each place and why people go there.</p>	<p>Provide the student with a set of five words for places found in the community. Provide simple clues for each word. Give one clue at a time stopping after each clue giving students time to think. Have the student identify correct word based on the clues.</p>	<p>Provide the student with a set of five picture cards paired with words for places found in the community. Provide simple clues for each word. Give one clue at a time stopping after each clue giving student time to think. Have the student use clues to identify correct picture.</p>	<p>Provide set of three pictures of places found in the community. Provide simple clues describing the places. Give one clue at a time stopping after each clue giving student time to think. Have the student identify correct picture based on the clues.</p>
<p>Provide a five-day weather forecast that includes only words. Have student create a picture only forecast.</p>	<p>Provide a five day forecast that includes words and symbols/pictures from a local newspaper. Cover the words. Have student identify the weather for each day by looking at the pictures. Uncover the words and have student read the weather words.</p>	<p>Provide a five day forecast that includes words and symbols/pictures from a local newspaper. Have student match the symbols to weather words.</p>	<p>Provide a five day forecast that includes words and symbols/pictures. Read forecast for each day one day at a time. Have student identify the picture/symbol that corresponds to the forecast for the day.</p>

Objective 2: Understand text* - Objective 3: Analyze text*
EXTENDED GRADE BAND OBJECTIVE 2 & 3 A:
Identify Stated Information and Main Ideas from Literary and Informational Text

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Identify story elements, main ideas, supporting details, and text features from literary and informational text</i>	<i>Identify stated information and main ideas from literary and informational text</i>	<i>Identify stated information in literary and/or informational text</i>	<i>Recognize "who" from literary text or "what" from informational text</i>
<p>Read a short nonfiction text. Guide the student to identify the supporting details from the text. Have the student place the supporting details onto a main-idea graphic organizer. Have the student identify the main idea using the supporting details as a guide.</p>	<p>Read a short nonfiction text. Guide the student to identify the supporting details from the text. Have the student place the supporting details onto a main-idea graphic organizer. Have the student choose the main idea from multiple options provided by the teacher.</p>	<p>Read a short nonfiction text. Guide the student to identify the supporting details from the text. Have the student place the supporting details onto a main-idea graphic organizer. Have the student choose the main idea from a choice of two provided by the teacher.</p>	<p>Read a short nonfiction text. Have the student identify what the text is about from a choice of two.</p>
<p>Read a short story without saying the title. After reading the story have the student identify the main characters and one characteristic or one thing that each character did in the story. Have the student choose a title for the story and tell why.</p>	<p>Read a short story without saying the title. After reading the story have the student identify the main characters. Provide three possible titles for the story. Have the student choose the best title for the story.</p>	<p>Read a short story. After reading the story have the student identify one character from the story. Provide two possible titles for the story. Have the student choose the best title for the story.</p>	<p>Read a short story. After reading the story have the student identify one character from the story.</p>
<p>Provide a five-day weather forecast that includes words and symbols/pictures from a local newspaper. Have the student give the forecast for each day included in the five day forecast. Have student to summarize what the weather will be for the week</p>	<p>Provide a five-day weather forecast that includes words and symbols/pictures from a local newspaper. Have the student give the forecast for each day included in the five day forecast.</p>	<p>Provide a five-day weather forecast that includes words and symbols/pictures from a local newspaper. Cover the pictures. Read the forecast for one of the days. Uncover two weather symbols, one that matches forecast and one that doesn't. Have the student identify the correct symbol.</p>	<p>Provide a five-day weather forecast that includes words and symbols/pictures from a local newspaper. Have the student identify a day that will be sunny, cloudy, rainy, etc.</p>

<p>Provide the student with a calendar of school events for the month. Read information contained on the calendar. Have the student identify when an activity will occur. (e.g. holidays, teacher conference, no school, etc.) Have the student add two personal activities to the calendar.</p>	<p>Provide the student with a calendar of school events for the month. Read information contained on the calendar. Have the student identify when an activity will occur. (e.g. holidays, teacher conference, no school, etc.).</p>	<p>Provide the students with a calendar of school events for the month. Read information contained on the calendar. Give the student symbols for the various activities. Read the information again and Have the student place symbols on the calendar for each activity.</p>	<p>Provide the student with a calendar of school events for the month. Place symbols on the calendar for the holidays or a special day. Have the student identify the special day or holiday.</p>
<p>Provide the student with an informational flyer on an upcoming community event. Read through the information in the flyer with the class. Have the student identify specific information about the event (when, time, where, cost, etc.). Have the student identify if they would like to attend the event and identify why or why not based on the given information in the flyer.</p>	<p>Provide the student with an informational flyer on an upcoming community event. Read through the information in the flyer with the class. Have the student identify specific information about the event (when, time, where, cost, etc.) from the flyer.</p>	<p>Provide the student with an informational flyer on an upcoming community event. Read through the information in the flyer with the class. Have the student identify what, where, and when about the event from two choices for each question.</p>	<p>Provide the student with an informational flyer on an upcoming community event. Read through the information in the flyer with the class. Have the student identify what the event is from two choices.</p>
<p>Read a current event article from a local newspaper. Draw a large main idea/detail graphic organizer on chart paper. Have the student identify stated information from the article. Fill in the chart as the information is given. Have the student identify the main idea and supporting details from those listed on the graphic organizer.</p>	<p>Read a current event article from a local newspaper. Draw a large main idea/detail graphic organizer on chart paper. Have the student identify stated information from the article. Fill in the chart as the information is given. Have the student identify the main idea.</p>	<p>Read a current event article from a local newspaper. Draw a large main idea/detail graphic organizer on chart paper. Read informational sentences from the article and some not from the text. Have the student identify which informational sentences are from the article. Fill in the chart as the correct sentences are identified.</p>	<p>Read a current event article from a local newspaper. Provide the student with two choices for what or who the article was about (one correct one incorrect). Have the student identify the correct answer.</p>
<p>Bring in menus from various local restaurants. Read the menu headings (beverage, entrée, desserts, appetizer etc.) Read names of items under each heading. After reading through the menu, have students order a meal that contains one item from each of the main categories.</p>	<p>Bring in menus from various local restaurants. Read the menu headings (beverage, sandwich, desserts, appetizer etc.) Read names of items under each heading. After reading through the menu, have students order a meal of at least three items.</p>	<p>Bring in menus from various local restaurants. Read two menu headings (beverage and sandwich) Read names of items under each heading. After reading through the menu, have students identify one beverage and one sandwich to order.</p>	<p>Bring in menus from various local restaurants. Read the beverages that are served at the restaurant. Have the student identify a beverage to order.</p>

*General education grade-level objectives are combined because the skills linked to them in the extended grade band objectives are pre-requisite to both

Framework Objective: Understand Text* - Objective 3 Analyze Text*
EXTENDED GRADE BAND OBJECTIVE: 2 & 3 B
Identify Stated Sequence of Events in Literary and Informational Text

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Identify a five- step sequence of events in oral, visual, or written text</i>	<i>Identify stated sequence of events in literary and informational text</i>	<i>Identify first and last events in literary or informational text</i>	<i>Instructional Achievement Descriptor not identified at this level</i>
Read a short story. Have the student identify five events from the story. List events on sentence strips. Have the student arrange the events in the correct sequence.	Read a short story. Have the student identify three or four events from the story. List or draw the events on sentence strips. Have the student arrange the events in the correct sequence.	Read a short story. Provide sentence strips with sentences and pictures depicting three events from the story. Read the sentence strips and discuss the pictures. Have the students identify the event that happened first and last.	Read a story. Student chooses a picture or object that corresponds with what happened first in the story.
Provide the student with a simple written or picture recipe of five steps or more. Have the student identify what should be done first next, next, next, and last to complete the recipe.	Provide the student with a simple written or picture recipe. Demonstrate the recipe to the class. Have the student identify the first step, the next step, next step, and last step to complete the recipe.	Provide the student with a simple written or picture recipe. Demonstrate the recipe to the class. Have the student identify the first and last step in the recipe.	Provide the student with a simple written or picture recipe. Demonstrate the recipe to the class. Have the student identify the first step in the recipe.
Provide the student with a four-five frame comic strip from the newspaper. Cut the frames apart. Have the student put the frames together in the correct sequence. Have the student tell about the comic strip.	Provide the student with a three-four frame comic strip from the newspaper. Read the comic strip. Cut the frames apart and have the student arrange the frames in the correct order.	Provide the student with a three-frame comic strip from the newspaper. Read the comic strip. Cut the frames apart. Put the first two frames in order. Show student the last frame along with another frame from a different comic strip. Have the student identify the frame that is the last frame in the strip.	Provide the student with a three-frame comic strip from the newspaper. Have the student identify the first frame in a comic strip.
Provide the student with a schedule of their classes. Read the schedule. Have the student identify where they will go first period, second period, etc. Mix up the schedule and have the student arrange the schedule in correct order.	Provide the student with a schedule of their classes. Read the schedule. Have the student identify where they will go first period, second period, etc.	Provide the student with a picture schedule for the day. Have the student identify what happens first and last in their day.	Provide the student with visual schedule of the day. When activity is completed, Have the student move the picture to a box or Velcro strip that is labeled with picture and symbol for “end or finished”

<p>Read a biography. Have the student identify events from the person's life. Have the student arrange the events on a time line from childhood to adulthood.</p>	<p>Read a biography of a well known person. Have the student identify events from the person's life. Provide the student with a three column chart with headings child, young person, and adult. Have the student place the events in the correct column.</p>	<p>Read a biography of a well known person. Provide the student with a picture depicting an event from childhood and an event from adulthood. Have the student identify what happened first.</p>	<p>Read a biography. Have the student identify event that the person did as a child when given a choice of two.</p>
<p>Provide a short how-to text and a graphic organizer with a filled-in section for the main idea (packing a backpack) and blank sections for the steps (objects that go into a backpack). Read the text. Provide student with a selection of visuals (including irrelevant visuals). Have the student place visuals on the organizer that correspond to the steps (objects) in the text.</p>	<p>Provide a short how-to text and a graphic organizer with a filled-in section for the main idea (packing a backpack) and blank sections for the supporting details (objects that go into a backpack). Read the text, using visuals to accompany the text. Provide the students with a selection of visuals (including irrelevant visuals). Reread the how-to text and have students place visuals on the organizer that correspond to the steps (objects) in the text.</p>	<p>Read a short how-to text, describing an activity such as packing a backpack. Provide student with two objects, one identified in the text and one not identified in the text, Have the student identify which object goes into a backpack.</p>	<p>Read a short how-to text, describing an activity such as packing a backpack. Have the student identify the backpack and two items that go in the backpack.</p>
<p>Provide the student with sentence strips that contain sentences depicting events from a short text. Read the short text to the students. Have the students listen for the events on their sentence strips and respond when the event is read. Have the student sequence the events. Read the sentence strips in order to reinforce the sequence of events.</p>	<p>Provide each student with a sentence strip that contains a picture or a sentence depicting an event from a short text. Read the short text to the students. Have students listen for the specific event on their sentence strip and respond when that event is read. Have students place their sentence strip on a timeline posted in the classroom. Read the completed time line aloud to reinforce the sequence of events.</p>	<p>Provide each student with a sentence strip that contains a picture or a sentence with picture, depicting an event from a short text. Read the short text to the students. Have the student listen for the specific event on their sentence strip and respond when that event is read.</p>	<p>Provide the student with a sentence strip that contains a picture depicting the last event from a short text. Read the short text to the students. Have the student listen for the end of the text and respond with the sentence strip at the end of the text.</p>

*General education grade-level objectives are combined because the skills linked to them in the extended grade band objectives are pre-requisite to both

Objective 4: Evaluate and Extend Text
EXTENDED GRADE BAND OBJECTIVE 3 A:
Make Connections to Text, Make Predictions, and Draw Conclusions

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Make connections to text, make predictions, draw conclusions, and distinguish between fact and opinion in literary and informational text</i>	<i>Make connections to text, make predictions, and draw conclusions in literary and informational text</i>	<i>Make connections to text and draw conclusions in literary or informational text</i>	<i>Make one connections from text to self</i>
Read an unfinished story. Have the student select an ending for the story based on the text evidence. Finish reading the story. Have the student decide whether their choice was supported with the text.	Read an unfinished story. Guide the student to select an ending for the story based on the text evidence. Finish reading the story. Have the student decide whether their choice was appropriate.	Read an unfinished story. Guide the student to select an ending for the story from a choice of three (one appropriate and the others not). Finish reading the story. Have the student decide whether their choice was appropriate.	Read the first sentence of a two sentence scenario that follows a common cause and effect pattern. Have the student identify what will happen in the next sentence from a choice of two scenarios.
Read a short text with a well-described main character. After reading, guide students in generating words about the main character. Create a visual of the character, and have student place the words on the visual. Have the student create one-word descriptions about themselves to be places on a visual labeled "Me." Have the student use the two visuals to compare themselves with the main character in the text and to present their similarities and differences to the class.	Read a short text with a well-described main character. After reading, guide students in generating words about the main character. Create a visual of the character, and have student place the words on the visual. Have the student create one-word descriptions about themselves to be places on a visual labeled "Me." Have the student use the two visuals to compare themselves with the main character in the text.	Read a short text with a well-described main character. After reading, provide two visuals reflecting the student and the main character. Have the student contrast one physical attribute and one non-physical attribute between himself/herself and the character.	Read a short text with a well-described main character. After reading, provide two visuals reflecting the student and the main character. Have the student contrast one physical attribute between himself/herself and the character.
Read a short text on a person of interest, stopping at critical points to discuss the persons' problems and needs. Have the student choose what they think the person would wish for based on the evidence from the story.	Read a short text on a person of interest, stopping at critical points to discuss the persons' problems and needs. Have the student choose, from several options provided, what they think the person would wish for based on the evidence from the story.	Read a short text on a person of interest, stopping at critical points to discuss the personal characteristics of the person. Have the the student identify specific characteristics of the person from a list of words, some that describe the character and some that do not.	Read a short text about a person in the student's family. After reading the story, have the student look at a family picture and identify who the story was about.

<p>Read short informational text about a city/town in another state or country. Use a T-chart with one column for the city in the text. Before reading have the student identify features/facts about their home city/town. Record information on the T-chart. After reading have the student identify features of the city from the text. Have the student identify likenesses and differences using the chart. Have the student identify where they would rather live.</p>	<p>Read short informational text about a city/town in another state or country. Use a T-chart with one column for the city in the text. Before reading have the student identify features/facts about their home city/town. Record information on the T-chart. After reading have the students identify features/facts of the city from the text. Record information on the chart. Have the student highlight the feature/facts on the chart that are the same.</p>	<p>Read short informational text about a city/town in another state or country. Before reading guide the student in identifying facts about their home city/town. Record the information on a chart. After reading, have the student identify one fact about the city from the text that is the same as their own city.</p>	<p>Read short informational text about a city/town in another state or country. Before reading guide the student in identifying one fact about their home city/town. Record information on a sentence strip. After reading, guide student in identifying one similar fact about the city from the text. Record on a sentence strip. Read the two sentences. Have the student determine if the facts are the same or different.</p>
<p>Provide real-life examples of cause- and-effect relationships (e.g., glass falling off the edge of a table. A balloon popping after having a pin stuck into it.) Divide the class into cause-and effect groups. Give the student cards that represent one cause or one effect. Have the students locate the partner who has the card that completes the relationship. Read a short text that includes cause-and-effect relationships. As the text is read have the student identify when they hear a cause-and effect relationship.</p>	<p>Provide real-life examples of cause- and-effect relationships (e.g., glass falling off the edge of a table. A balloon popping after having a pin stuck into it.) Divide the class into cause-and effect groups. Give the student cards that represent one cause or one effect. Have the student locate the partner who has the card that completes the relationship.</p>	<p>Provide real-life examples of cause- and-effect relationships (e.g., glass falling off the edge of a table. A balloon popping after having a pin stuck into it.) Provide the student with two sets of cards depicting cause-and effect relationships. Have the student match the cause with the correct effect.</p>	<p>Provide real-life examples of cause- and-effect relationships (e.g., glass falling off the edge of a table. A balloon popping after having a pin stuck into it.) Present the student with a card depicting a cause form a familiar cause and effect relationship. Have the student identify the correct effect from a choice of two, one correct and one incorrect.</p>
<p>Provide pre-written sentence strips without the first-person clue words (e.g. ___ <i>went to the store</i>). Read the sentence. Have the student fill in the appropriate clue word (e.g. <i>I went to the store</i>). Have the student exchange their sentences with a partner who will remove the first-person clue and replace them with third-person clue (e.g. <i>He (John) went to the store</i>). Have the student select one sample sentence (first or third-person) and create additional sentences maintaining the perspective from the first sentence.</p>	<p>Provide pre-written sentence strips without the first-person clue words (e.g., ___ <i>went to the store</i>). Read the sentence. Have the student fill in the appropriate clue word (e.g. <i>I went to the store</i>). Have the student exchange their sentences with a partner who will remove the first-person clue and replace them with third-person clue (e.g. <i>He (John) went to the store</i>).</p>	<p>Create and read a short text written in the first-person about the student. Have the student supply I when he or she hears his or her name. Create and read short text written in the third-person about a partner in the class. Have the student supply he when he or she hears the partners name.</p>	<p>Create and read a short text written in the first-person about the student. Have the student supply I when he or she hears his or her name.</p>