# P352X 3-5 AA

## Readtopia Pacing Calendar 2026-27

### Marking Period 1: September 10 - November 6 (8 weeks)

| **Life Lessons**<br>Anchored by<br>*Aesop's Fables* | Pacing | | | | | Evidence of Student Learning |
|---|---|---|---|---|---|---|
| Implementation Unit<br> | | | | **SEPT. 10**<br><br>**Lesson 1**<br>Interactive Read Aloud Focus \| Vocabulary<br><br>**Lesson 2**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **SEPT. 11**<br><br>**Lesson 3**<br>Video Lesson: The Tortoise and the Hare<br><br>**Lesson 4**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **Photos of students participating in Literacy Routines**<br>*(Video Lessons, Predictable Chart Writing, Close Reading Lessons, Shared Reading, Learning Letters Phonics, Interactive Read Alouds)* |

# Life Lessons

Anchored by
*Aesop's Fables*

## Pacing

| SEPT. 14 | SEPT. 15 | SEPT. 16 | SEPT. 17 | SEPT. 18 |
|---|---|---|---|---|
| **Lesson 5** Predictable Chart Writing Activity #1 \| Write the Chart<br><br>**Lesson 6** Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **Lesson 7** Math Video Lesson: Time<br><br>**Lesson 8** Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **Lesson 9** Close Reading Lesson Bar Chart \| Athlete Speed | **Lesson 10** Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words<br><br>**Lesson 11** Shared Reading | **Lesson 12** Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words<br><br>**Lesson 13** Interactive Read Aloud Focus \| Integration of Knowledge and Ideas |

## Evidence of Student Learning

**Photos of students participating in Literacy Routines**
*(Video Lessons, Predictable Chart Writing, Close Reading Lessons, Shared Reading, Learning Letters Phonics, Interactive Read Alouds)*

| **Life Lessons**<br>Anchored by<br>*Aesop's Fables* | Pacing | | | | | Evidence of Student Learning |
|---|---|---|---|---|---|---|
| | Yom Kippur, schools closed | **SEPT. 22**<br>**Lesson 14**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words<br>**Lesson 15**<br>Math Lesson: Hands-On Application Domain \| Time | **SEPT. 23**<br>**Lesson 16**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words<br>**Lesson 17**<br>Predictable Chart Writing Activity #2 \| Re-read the Chart | **SEPT. 24**<br>**Lesson 18**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **SEPT. 25**<br>**Lesson 19**<br>Close Reading Lesson Fantastic Facts \| Muscles<br>**Lesson 20**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **Photos of students participating in Literacy Routines**<br>*(Video Lessons, Predictable Chart Writing, Close Reading Lessons, Shared Reading, Learning Letters Phonics, Interactive Read Alouds)* |

The Readtopia Emergent Literacy Measures provides a tool to monitor learner gains in reading, writing, and communication. Use the Emergent Literacy Measures to determine your learner's profile, locate interventions, track progress across the school year, and plan for future student development.

**Please submit an Emergent Literacy Measures (online-Google Form) for each of your students by September 25, 2026 to serve as a baseline. Use the link on the P352X coaching website.**
**Please also submit *either* a Learning Letters *or* a Learning Letters PLUS Assessment (online-Google Form) for each of your students by September 25, 2026 to serve as a baseline. Use the link on the P352X coaching website.**

| **Life Lessons**<br>Anchored by<br>*Aesop's Fables* | Pacing | | | | | Evidence of Student Learning |
|---|---|---|---|---|---|---|
| | **SEPT. 28**<br><br>**Lesson 21**<br>Shared Reading<br><br>Modified Cloze Maze / Vocabulary Assessment | **SEPT. 29**<br><br>**Lesson 22**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words<br><br>**Lesson 23**<br>Math Lesson: Independent Practice Domain \| Time | **SEPT. 30**<br><br>**Lesson 24**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words<br><br>**Lesson 25**<br>Interactive Read Aloud Focus \| Picture Walk | **OCT. 1**<br><br>**Lesson 26**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words<br><br>**Lesson 27**<br>Video Lesson: City Mouse and Country Mouse | **OCT. 2**<br><br>**Lesson 28**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words<br><br>**Lesson 29**<br>Predictable Chart Writing Activity #3 \| Work with Sentence Strips | **Photos of students participating in Literacy Routines**<br>*(Video Lessons, Predictable Chart Writing, Close Reading Lessons, Shared Reading, Learning Letters Phonics, Interactive Read Alouds)* |

# Life Lessons

Anchored by
*Aesop's Fables*

## Pacing

| OCT. 5 | OCT. 6 | OCT. 7 | OCT. 8 | OCT. 9 |
|---|---|---|---|---|
| **Lesson 30**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words<br><br>**Lesson 31**<br>Math Video Lesson: Addition | **Lesson 32**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words<br><br>**Lesson 33**<br>Close Reading Lesson Compare \| City vs Country | **Lesson 34**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words<br><br>**Lesson 35**<br>Shared Reading | **Lesson 36**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **Lesson 37**<br>Interactive Read Aloud Focus \| Print Referencing<br><br>**Lesson 38**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words |

## Evidence of Student Learning

**Photos of students participating in Literacy Routines**
*(Video Lessons, Predictable Chart Writing, Close Reading Lessons, Shared Reading, Learning Letters Phonics, Interactive Read Alouds)*

| **Life Lessons**<br>Anchored by<br>*Aesop's Fables* | Pacing | | | | | Evidence of Student Learning |
|---|---|---|---|---|---|---|
| Implementation Unit<br> | Italian Heritage/ Indigenous Peoples' Day, schools closed | **OCT. 13**<br><br>**Lesson 39**<br>Math Lesson: Hands-On Application Domain \| Addition<br><br>**Lesson 40**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **OCT. 14**<br><br>**Lesson 41**<br>Predictable Chart Writing Activity #4 \| Be the Sentence<br><br>**Lesson 42**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **OCT. 15**<br><br>**Lesson 43**<br>Close Reading Lesson Article with a Sidebar \| Food Chain<br><br>**Lesson 44**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **OCT. 16**<br><br>**Lesson 45**<br>Shared Reading<br><br>Modified Cloze Maze / Vocabulary Assessment | **Photos of students participating in Literacy Routines**<br>*(Video Lessons, Predictable Chart Writing, Close Reading Lessons, Shared Reading, Learning Letters Phonics, Interactive Read Alouds)* |

# Life Lessons

Anchored by
*Aesop's Fables*

## Pacing

| | OCT. 19 | OCT. 20 | OCT. 21 | OCT. 22 | OCT. 23 | Evidence of Student Learning |
|---|---|---|---|---|---|---|
| | **Lesson 46** Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words<br><br>**Lesson 47** Math Lesson: Independent Practice Domain \| Addition | **Lesson 48** Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words<br><br>**Lesson 49** Close Reading Lesson Directions \| Feeling Grateful | **Lesson 50** Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words<br><br>**Lesson 51** Interactive Read Aloud Focus \| Key Ideas and Details | **Lesson 52** Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words<br><br>**Lesson 53** Math Video Lesson: Geometry | **Lesson 54** Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **Photos of students participating in Literacy Routines** *(Video Lessons, Predictable Chart Writing, Close Reading Lessons, Shared Reading, Learning Letters Phonics, Interactive Read Alouds)* |

| **Life Lessons**<br>Anchored by<br>*Aesop's Fables* | Pacing | | | | | Evidence of Student Learning |
|---|---|---|---|---|---|---|
| | **OCT. 26**<br>**Lesson 55**<br>Video Lesson: Food Chains<br><br>**Lesson 56**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **OCT. 27**<br>**Lesson 57**<br>Predictable Chart Writing Activity #5 \| Make and Publish a Book<br><br>**Lesson 58**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **OCT. 28**<br>**Lesson 59**<br>Math Lesson: Hands-On Application Domain \| Geometry<br><br>**Lesson 60**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **OCT. 29**<br>**Lesson 61**<br>Close Reading Lesson Fantastic Facts \| Lions<br><br>**Lesson 62**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **OCT. 30**<br>**Lesson 63**<br>Shared Reading<br><br>Modified Cloze Maze / Vocabulary Assessment<br><br>**Lesson 64**<br>Alphabet Instruction Lesson: Learning Letters or Phonics Lesson: Making Words | **Photos of students participating in Literacy Routines**<br>*(Video Lessons, Predictable Chart Writing, Close Reading Lessons, Shared Reading, Learning Letters Phonics, Interactive Read Alouds)*<br><br>Student-made book (product of the Predictable Chart Writing process) |

| **Life Lessons**<br>Anchored by<br>*Aesop's Fables* | Pacing | | | | | Evidence of Student Learning |
|---|---|---|---|---|---|---|
| | **NOV. 2**<br><br>**Lesson 65**<br>Math Lesson: Independent Practice Domain \| Geometry<br><br>**Lesson 66**<br>Alphabet Instruction Lesson: Learning Letters<br>or Phonics Lesson: Making Words | Election Day, remote day for all students | **NOV. 4**<br><br>**Lesson 67**<br>Cumulative Close Reading Assessment | **NOV. 5**<br><br>**Lesson 68**<br>Math Unit Assessment | **NOV. 6**<br><br>End-of-Unit Celebration | **Photos of students participating in Literacy Routines**<br>*(Video Lessons, Predictable Chart Writing, Close Reading Lessons, Shared Reading, Learning Letters Phonics, Interactive Read Alouds)*<br><br>End -of-Unit Activities |

The Readtopia Emergent Literacy Measures provides a tool to monitor learner gains in reading, writing, and communication. Use the Emergent Literacy Measures to determine your learner's profile, locate interventions, track progress across the school year, and plan for future student development.

**At the end of MP1, by November 6, 2026, please submit an Emergent Literacy Measures (online-Google Form) for each of your students. Use the link on the P352X coaching website.**
**Please also submit *either* a Learning Letters *or* a Learning Letters PLUS Assessment (online-Google Form) for each of your students by November 6, 2026, Use the link on the P352X coaching website.**

# SCHOOL YEAR 2026-27

## Emergent Literacy Measures

Learner Name _____

**DIRECTIONS:** Review the Learner Profile descriptions for each of the Levels below. Put a check mark in every box that describes what your learner is doing now, INDEPENDENTLY, without any prompting or supports.

Your learner's Level is the highest Level that has two or more checks.
*If Level 3 has less than two checks, the student is Level 2: Emergent, or Level 1: Early Emergent.*
*If Level 2 has less than two checks, the student is Level 1: Early Emergent.*
*If Level 1 has less than two checks, the student is still Level 1: Early Emergent.*

**P352X @ _____**

**Readtopia**
by Building Wings

## COMMUNICATION > > > > > > > > > > > > > > INTERACTION

### LEVEL 1 E EARLY EMERGENT — Learner Profile

- ☐ Uses behaviors (e.g., arm movements, facial expressions, vocalizations) to communicate with others
- ☐ Makes choices regarding personal preferences from arrays of 2 or 3 items
- ☐ Use single words, signs or symbols for a restricted range of purposes (e.g., express wants or needs)

### LEVEL 2 E EMERGENT — Learner Profile

- ☐ Names, labels, and / or identifies objects, people actions in academic contexts
- ☐ Spontaneously comments
- ☐ Responds to direct questions by choosing from options or communicating with single words (or phrases on a communication device)
- ☐ Responds to yes / no questions about curriculum

### LEVEL 3 T EARLY TRANSITIONAL — Learner Profile

- ☐ Offers extended responses to direct questions or requests
- ☐ Initiates and maintains an interaction taking two or more turns
- ☐ Relates the current topic to a prior experience or prior knowledge by combining 3 or more words

### INTERVENTIONS

- Attribute meaning to all communication behaviors by naming the behavior (***I see you reaching***) and the perceived intent (***I'll bet you want that.***)
- Wait for the learner to attend to you before you start communicating
- Provide adequate wait time throughout interactions to encourage responses
- Provide opportunities for choice making from throughout the day
  - Using real objects
  - Using symbols and / or photos

### INTERVENTIONS

- Using photographs and other images, ask learners to:
  - Point to things you name
  - Name the things they see in the image
- During shared reading:
  - Read the page and wait while saying nothing to encourage the learner to comment
  - Ask questions that can be answered by pointing to images in the book and / or other means available to the learner
- While watching a video, ask learners to indicate when they see a specified object, person, or action
- Teach a conventional gesture (e.g., head nod / shake) or other unaided response for yes / no

### INTERVENTIONS

- Encourage learner to turn and talk to a peer before engaging the group in a discussion then:
  - Ask learners to share their ideas with the group
  - Ask learners to report what their peer said
- Using photographs and other images, ask learners to:
  - Tell what the image makes them think about
  - Tell what else they know that could be in the image
- During shared reading, ask learners to tell how the text:
  - Is like something from their own experience
  - Relates to something they knew before reading


© Copyright Building Wings LLC

**DIRECTIONS:** Review the Learner Profile descriptions for each of the Levels below. Put a check mark in every box that describes what your learner is doing now, INDEPENDENTLY, without any prompting or supports. Your learner's Level is the highest Level that has two or more checks. *If Level 3 has less than two checks, the student is Level 2: Emergent, or Level 1: Early Emergent. If Level 2 has less than two checks, the student is Level 1: Early Emergent. If Level 1 has less than two checks, the student is still Level 1: Early Emergent.*

## PRINT HAS MEANING > > > > > > > > > > > > > > > WRITING

### Learner Profile

- ☐ Makes marks on paper or selects letters from keyboard or alternate pencil when asked to write
- ☐ Writes recognizable letters or selects letters—not other characters—from keyboard or alternate pencil when asked to write
- ☐ Demonstrates understanding that writing conveys a message that others can read

### INTERVENTIONS

- Work as a group to write messages to deliver to others
- Work with learners to write notes for home and read notes from home to learners
- Ask learners to sign in when they arrive each day—do not provide a model to copy, but after each attempt, demonstrate how to write the learner's name
- Provide daily opportunities to write about self-selected topics using a standard pencil or keyboard or using an alternate pencil that offers access to all 26 letters

### Learner Profile

- ☐ Generates text using letters grouped in word-like groupings with occasional real words that have not been copied
- ☐ Demonstrates concept of word by using spaces between words (words are not spelled correctly)
- ☐ Uses familiar patterns (***I like***; ***I want***; ***I went***) in writing

### INTERVENTIONS

- After reading text with a repeated sentence pattern (***We saw...***) ask learners to use the pattern to write about a self-selected topic
- Provide learners with images and ask them to write labels for the objects and people in the image
- Encourage learners to write lists for multiple purposes
- Provide daily opportunities to write about self-selected topics

### Learner Profile

- ☐ Generates own ideas for writing
- ☐ Produces text with spaces between words
- ☐ Writes 1 or more complete sentences about curriculum-relevant topic without depending on repeated patterns (***I like***; ***I want***; ***I went***)

### INTERVENTIONS

- Provide learners with images and ask them to write:
  - Captions
  - What the people are saying
  - Describe what is happening
- Create opportunities for learners to write:
  - For others (real audiences)
  - One- and two-step directions
- Have learners write a daily note home about something they learned at school
- Provide daily opportunities to write about self-selected topics

© Copyright Building Wings LLC

**DIRECTIONS:** Review the Learner Profile descriptions for each of the Levels below. Put a check mark in every box that describes what your learner is doing now, INDEPENDENTLY, without any prompting or supports. Your learner's Level is the highest Level that has two or more checks. *If Level 3 has less than two checks, the student is Level 2: Emergent, or Level 1: Early Emergent. If Level 2 has less than two checks, the student is Level 1: Early Emergent. If Level 1 has less than two checks, the student is still Level 1: Early Emergent.*

## CONCEPTS ABOUT PRINT > > > > > > > > > > > > INDEPENDENT READING

### Learner Profile

- ☐ Shows interest in or attends to books, graphics, and images
- ☐ Differentiates between texts and pictures during shared reading
- ☐ Recognizes when text and / or books are upside down or backwards
- ☐ Demonstrates understanding of book sharing routines

### Learner Profile

- ☐ Demonstrates understanding of directionality (left-to-right; top-to-bottom)
- ☐ Demonstrates understanding of text reading process (page turning / clicking next; waiting for reading to finish on each page; commenting)
- ☐ Demonstrates understanding of concept of word (one-to-one correspondence between spoken and written word)

### Learner Profile

- ☐ Identifies individual words in text
- ☐ Successfully identifies the order to read text in graphic novels and other non-standard text formats (websites)
- ☐ Reads parts of familiar text word-by-word
- ☐ Independently reads predictable sentences that are repeated within a text (***This story is about...***)

### INTERVENTIONS

- Use the CAR or other book sharing routine to help the learner begin to understand their role in the interaction
- For example, after reading text on a page, make a simple comment using the learner's communication approach (speech, sign, or graphic symbols / AAC) and then pause and wait to give the learner a chance to communicate
- Give learners the option to choose books to read together
- During shared reading, use print referencing to draw the learner's attention to the print (highlight visual features of text by pointing out individual words and letters)
- Hand the learner reading materials upside down and provide time for the learner to correct or respond before starting to read

### INTERVENTIONS

- Ask the learner to show you where to read during shared reading—at the beginning of a page and when you get to the end of a line of text
- Encourage the learner to direct the shared reading process (learner holds the book, turns the pages, directs comments and conversation)
- Ask the learner to point word-by-word while you read
- Write sentences from shared reading and writing on sentence strips—ask the learner to cut the sentence into individual words
- After reading text on a page, pause to allow the learner a chance to comment, turn the page, or otherwise direct the next steps in the reading interaction
- Do shared reading with a variety of texts and text types

### INTERVENTIONS

- During shared or guided reading, stop and ask learners to read some of the words
- Ask the learner to show you the order of reading the text on the page of a graphic novel with more than one text box
- Encourage learners to reread books that you have read together
- When you encounter repeated sentence frames in texts, read them together and then ask the learner to read the repeated stem while you complete the sentence as needed
- Encourage reading of a wide range of easy-to-read texts


© Copyright Building Wings LLC

**DIRECTIONS:** Review the Learner Profile descriptions for each of the Levels below. Put a check mark in every box that describes what your learner is doing now, INDEPENDENTLY, without any prompting or supports. Your learner's Level is the highest Level that has two or more checks. *If Level 3 has less than two checks, the student is Level 2: Emergent, or Level 1: Early Emergent. If Level 2 has less than two checks, the student is Level 1: Early Emergent. If Level 1 has less than two checks, the student is still Level 1: Early Emergent.*

## ALPHABETIC PRINCIPLE > > > > > > > > > > > > > WORD IDENTIFICATION

### LEVEL 1 E EARLY EMERGENT — Learner Profile

- ☐ Distinguishes letters from other shapes and symbols
- ☐ Recognizes first letter of own first name
- ☐ Identifies 8 or more upper or lower-case letters of the alphabet

### LEVEL 2 E EMERGENT — Learner Profile

- ☐ Identifies all upper- and lower-case letters of the alphabet
- ☐ Identifies 10 or more letter-sound relationships
- ☐ Represents initial sounds in words when writing

### LEVEL 3 T EARLY TRANSITIONAL — Learner Profile

- ☐ Identifies all letter-sound relationships for consonants and short vowels
- ☐ Represents initial and final sounds in words when writing
- ☐ Reads 10 or more common sight words
- ☐ Reads parts of familiar text word-by-word

### INTERVENTIONS

- Point out words and letters in the environment
- Highlight letters that are personally relevant to the learner across environments
- During shared reading and writing activities, ask the learner to help you identify the letters
- Provide daily opportunities to write about self-selected topics using a standard pencil or keyboard or using an alternate pencil that offers access to all 26 letters
- Use alphabet books in shared reading
- Include the learner in phonics / word study instruction and focus the learner on selecting target letters others are using to spell words

### INTERVENTIONS

- During phonics / word study instruction ask the learner to:
  - Name or identify the letters used in the lesson
  - Name or identify the letters used to spell each word
  - Identify the letters that represent sounds you provide
- During shared reading and writing activities, ask the learner to help you identify the letters
- Provide daily opportunities to write about self-selected topics using a standard pencil or keyboard or using an alternate pencil that offers access to all 26 letters
- Use alphabet books in shared reading
- Include the learner in phonics / word study instruction and focus the learner on selecting target letters others are using to spell words

### INTERVENTIONS

- Encourage reading of a wide range of easy-to-read texts
- Encourage daily writing about self-selected topics for real audiences
- During phonics / word study instruction, ask the learner to:
  - Identify the sounds represented by each letter to be used in the lesson
  - Pronounce the parts of words that remain when an initial or final sound is removed (***Take the C off cat. What is left? Take the T off bat. What is left?***)
- During shared reading and writing activities, ask learners to read or spell sight words as they appear or are needed

© Copyright Building Wings LLC

**DIRECTIONS:** Review the Learner Profile descriptions for each of the Levels below. Put a check mark in every box that describes what your learner is doing now, INDEPENDENTLY, without any prompting or supports. Your learner's Level is the highest Level that has two or more checks. *If Level 3 has less than two checks, the student is Level 2: Emergent, or Level 1: Early Emergent. If Level 2 has less than two checks, the student is Level 1: Early Emergent. If Level 1 has less than two checks, the student is still Level 1: Early Emergent.*

## PHONOLOGICAL AWARENESS >>>>

**DIRECTIONS:** Review the Learner Profile descriptions for each of the Levels below. Put a check mark in every box that describes what your learner is doing now, INDEPENDENTLY, without any prompting or supports. Your learner's Level is the highest Level that has two or more checks. *If Level 3 has less than two checks, the student is Level 2: Emergent, or Level 1: Early Emergent. If Level 2 has less than two checks, the student is Level 1: Early Emergent. If Level 1 has less than two checks, the student is still Level 1: Early Emergent.*

## LANGUAGE COMPREHENSION >>>>>>>>>>>> TEXT COMPREHENSION

### Learner Profile

- ☐ Recognize the spoken names or labels for objects, people, and actions in familiar texts
- ☐ Distinguishes between the characters (***who***) and settings (***where***) in familiar texts
- ☐ Demonstrates understanding of common adjectives (big / little, color) used to describe objects, people, and actions in familiar texts

### INTERVENTIONS

- Use the CAR or other book sharing routine to help the learner begin to understand their role in the interaction
  - For example, after reading text on a page, make a simple comment using the learner's communication approach (speech, sign, or graphic symbols / AAC) and then pause and wait to give the learner a chance to communicate
- During shared reading:
  - Ask learners to identify objects and people in the illustrations when you name them
  - Vary your voice for different characters / people to draw the learner's attention to the differences
  - Draw the learner's attention to the setting and the way it is described and illustrated

### Learner Profile

- ☐ Makes simple predictions about next steps or next events in texts with a clear sequence
- ☐ Can identify what comes first and next in a text
- ☐ Can identify concrete details in a familiar text
- ☐ Demonstrates understanding of spoken words used to describe objects, people, and actions in texts

### INTERVENTIONS

- During shared reading:
  - Stop to ask learner to predict or choose from options to determine what will happen next
  - Ask the learner to point to the illustration to identify different details (***show me the raft they are making***) while limiting ***wh-*** questions
  - Repeat the describing words used in the text and ask the learner to identify the object, person, or action being described
- Before reading, present two events and ask learners to listen to decide which comes first and next

### Learner Profile

- ☐ Can retell a text after the first shared or guided reading
- ☐ Sequences three or more events in a text after the first shared of guided reading
- ☐ Relates information from texts to own experience or prior knowledge
- ☐ Successfully completes some Apply activities after group Anchor-Read-Apply lessons.

### INTERVENTIONS

- After reading, ask the learner to use the illustrations to retell the text. As this becomes easier, ask them to retell without using illustrations.
- Support retelling with supports like, ***Tell me more.*** or ***And then what happened?***
- Before reading, provide the learner with three or more events. Then ask the learner to read to sequence the events.
- Ask the learner to read a text to determine one way that is relates to something they have done or know
- During **Anchor-Read-Apply** lessons, check individual learner's ability to complete the **Apply** task before gathering the group

© Copyright Building Wings LLC