

**Table 8: Curriculum Recommendations Grades Pre-K-3**

Grade	Pre-Reading	Writing	Word Work	Fluency	Comprehension
Pre-K	<ul style="list-style-type: none"> <li>-Explicit instruction on the concepts about print</li> <li>-Phonemic awareness instruction for the purposes of building syllable awareness.</li> <li>-Students should be able to count the syllables in a word. Break the word into its syllables. Be able to take given syllables and make a word.</li> <li>Students should be taught onset first sounds.</li> </ul>	<ul style="list-style-type: none"> <li>-Explicit instruction on printing letters and their names.</li> <li>-Pencil grip instruction.</li> <li>-Practice with top down, left-right movements.</li> <li>-Practice tracing and fine lines.</li> </ul>	<ul style="list-style-type: none"> <li>-Students should know their name and how to spell it</li> <li>-Incidental instruction on consonant and short vowel sounds.</li> <li>-Incidental instruction on phoneme articulation.</li> </ul>	<ul style="list-style-type: none"> <li>-Explicit instruction on alphabet letter names</li> <li>-Implicit vocabulary instruction, via interactive read alouds.</li> <li>-Incidental instruction on serve and return vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Have students practice retelling the plot and key concepts of a story read to them orally.</li> </ul>
Kindergarten	<ul style="list-style-type: none"> <li>-Review concepts of print</li> <li>-Review syllable level phonemic awareness</li> <li>-Phonemic awareness</li> </ul>	<ul style="list-style-type: none"> <li>-Instruction for the purposes of building letter writing fluency, and proper pencil grip.</li> </ul>	<ul style="list-style-type: none"> <li>-Practice grapheme phoneme correspondences for single graphemes and the following digraphs: th,</li> </ul>	<ul style="list-style-type: none"> <li>-Review letter names to fluency.</li> <li>-Explicit instruction on irregular words (aka sight</li> </ul>	<ul style="list-style-type: none"> <li>-Have students practice retelling the plot, key concepts, and characters of a story read to them orally.</li> </ul>

	instruction on blending and segmenting.	<ul style="list-style-type: none"> <li>-Explicit instruction on encoding vc, and cvc words.</li> <li>-Spelling instruction should include a link between the phonemic awareness instruction and the phonics instruction.</li> </ul>	<ul style="list-style-type: none"> <li>sh, ch, ck, er, and wh.</li> <li>-Explicit instruction on the following morphemes, but not necessarily limited to: ing, plural, ed.</li> <li>-Incidental instruction on further morphology.</li> </ul>	word instruction)	-Introduce students to non-fiction.
Grade 1:	-Continual instruction on blending and segmenting.	<ul style="list-style-type: none"> <li>-Explicit encoding practice on cvc, ccvc, cvcc, cvcc, and phonetically regular two syllable words.</li> <li>-Explicit sentence instruction, with simple sentences.</li> <li>-Explicit instruction on letter formation, finger spacing, punctuation, and capitals.</li> <li>-Spelling instruction should include a link</li> </ul>	<ul style="list-style-type: none"> <li>-Decoding practice on cvc, ccvc, cvcc, ccvcc, and phonetically regular two syllable words.</li> <li>-Phonics instruction on vowel digraphs, additional consonant digraphs.</li> <li>-Explicit morphology instruction including morphemes like, (but not limited to) ful, ly, pre, re, non. Er &amp; est.</li> </ul>	<ul style="list-style-type: none"> <li>-Practice on high frequency words for the purposes of building automaticity</li> <li>-Repeated reading instruction on student instructional level.</li> </ul>	<ul style="list-style-type: none"> <li>-Have students practice retelling the plot, key concepts, characters, and the conflict/crisis of a story read to them orally, or for a simple story they read.</li> <li>- Explicit comprehension instruction for fiction and non-fiction texts.</li> </ul>

		between the phonemic awareness instruction and the phonics instruction.	-Additional implicit morphological instruction.		
Grade 2:	-Incidental instruction on blending and segmenting.	<p>-Encoding practice for syllable types</p> <p>-Handwriting/typing instruction</p> <p>-Explicit sentence instruction, with simple sentences, with conjunction.</p> <p>-Continual instruction on letter formation, finger spacing, punctuation, and capitals.</p> <p>-Spelling instruction to include a link between the phonemic awareness</p>	<p>-Decoding instruction focused on syllable structure and syllable types.</p> <p>-Students need to have mastered the most common grapheme phoneme correspondences by the end of this grade.</p> <p>-Explicit morphology instruction including, but limited to: ion, ible, able, less, “connecting vowel letters”, ist, eer, ship, de, graph, gram, ish, ize, be, in, ic &amp; ex.</p>	<p>-Practice on high frequency words for the purposes of building automaticity</p> <p>-Repeated reading instruction on student instructional level.</p> <p>-Decodable texts related to the scope and sequence of the phonics instruction.</p> <p>- Prosody instructions focusing on expression and reading text at an appropriate rate</p> <p>-Classrooms should have available authentic texts</p>	<p>-Have students practice retelling the plot, key concepts, characters, and the conflict/crisis of a story read to them orally, or for a simple story they read.</p> <p>- Explicit comprehension instruction for fiction and non-fiction texts.</p>

		<p>instruction and the phonics instruction.</p> <p>-More practice with summarizing</p> <p>-explicit editing instruction</p>	<p>-Additional implicit morphological instruction.</p> <p>-Incidental etymology instruction.</p>		
Grade 3	<p>-Incidental instruction on phoneme manipulation activities</p>	<p>-Explicit encoding practice based on phonemic and morphological awareness.</p> <p>-Continual handwriting/typing instruction.</p> <p>-Continual sentence instruction</p> <p>-Explicit paragraph instruction.</p> <p>-Explicit report writing instruction.</p> <p>-Instruction on writing for</p>	<p>-Incidental phonics instruction, as needed.</p> <p>-Explicit morphology instruction including, but limited to: ous, act, ive, age, auto, inter, ment, ante, ance, ence, pro, multi, di, tri, duc, duct, mono, bi, sub, and morphemes related to content related instruction.</p> <p>-Incidental etymology instruction.</p>	<p>-Practice on high frequency words for the purposes of building automaticity</p> <p>-Repeated reading instruction on student instructional level.</p> <p>-Plenty of opportunities to read various types of texts.</p> <p>-Prosody instruction on expression and reading text at an appropriate rate.</p>	<p>-Have students practice retelling the plot, key concepts, characters, the conflict/crisis, and point of view for a story they read or read to them.</p> <p>- Explicit comprehension instruction for fiction and non-fiction texts.</p> <p>-The explicit instruction on the use of graphic organizers and note taking to assist with</p>

		<p>different purposes.</p> <ul style="list-style-type: none"> <li>-Abundant practice with paraphrasing and summarizing</li> <li>-explicit editing instruction</li> </ul>			comprehension instruction
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**Table 9: Curriculum Recommendations Grades 4-12.**

Grade	Writing	Word Work	Fluency	Comprehension
Grade 4	<ul style="list-style-type: none"> <li>-Encoding practice based on morphological awareness</li> <li>-Continual handwriting/typing practice</li> <li>-Explicit instruction report writing and paragraph structure.</li> <li>-Instruction on writing for different purposes.</li> <li>-Practice synthesizing larger</li> </ul>	<ul style="list-style-type: none"> <li>-Explicit morphology instruction including, but limited to: inter, intra, im, co, com, con, col, un, en, eer, ology, ism, port, chrom, cept, and content related academic terms.</li> <li>-Additional implicit morphological and etymological instruction.</li> </ul>	<ul style="list-style-type: none"> <li>-Repeated reading instruction on student instructional level.</li> <li>-Plenty of opportunities to read various types of texts.</li> <li>-Prosody instruction on expression and reading text at an appropriate rate.</li> </ul>	<ul style="list-style-type: none"> <li>-Have students practice retelling the plot, key concepts, characters, the conflict/crisis, and point of view for a story they read or read to them.</li> <li>-Explicit instruction on syntax, text structure and semantics.</li> <li>- Explicit comprehension instruction for fiction and</li> </ul>

	<p>amounts of information</p> <p>-Explicit editing instruction</p>			<p>non-fiction texts.</p> <p>-The explicit instruction on the use of graphic organizers and note taking to assist with comprehension instruction.</p>
<p>Grades 5 and 6</p>	<p>-Encoding instruction based on morphology</p> <p>-Explicit instruction on complex sentence structure.</p> <p>-Instruction on graphic organizers to help with paragraph instruction and report writing.</p> <p>-Abundant opportunities for various types of writing and reports.</p> <p>-Practice synthesizing information from increasingly long and complex texts.</p> <p>-Explicit editing instruction</p>	<p>-Explicit morphological instruction (consider using word matrices).</p> <p>-Explicit vocabulary instruction, during course work.</p> <p>-Incidental vocabulary instruction as needed.</p>	<p>-Repeated reading instruction on student instructional level.</p> <p>-Plenty of opportunities to read various types of texts.</p> <p>-Prosody instruction on expression and reading text at an appropriate rate.</p>	<p>-Have students practice retelling the plot, key concepts, characters, the conflict/crisis, and point of view for a story they read or read to them.</p> <p>-Introduce the literary terms/devices, including theme, symbolism, metaphor, and simile.</p> <p>-Explicit instruction on syntax, text structure and semantics.</p> <p>- Explicit comprehension instruction for fiction and non-fiction texts.</p> <p>-The explicit instruction on the use of graphic organizers and</p>

				note taking to assist with comprehension instruction.
Grades 7 and 8	<ul style="list-style-type: none"> <li>-Encoding instruction based on morphology</li> <li>-Explicit instruction on complex sentence structure.</li> <li>-Instruction on graphic organizers to help with paragraph instruction and report writing.</li> <li>-Abundant opportunities for various types of writing and reports.</li> <li>-Introduce the differences between formal writing and informal writing</li> <li>-Introduce the idea of citations and report formatting</li> <li>-Practice synthesizing and sequencing information from</li> </ul>	<ul style="list-style-type: none"> <li>-Explicit morphological instruction (consider using word matrices).</li> <li>-Explicit vocabulary instruction, during course work.</li> <li>-Incidental vocabulary instruction as needed.</li> </ul>	<ul style="list-style-type: none"> <li>-Repeated reading instruction on student instructional level.</li> <li>-Plenty of opportunities to read various types of texts.</li> <li>-Prosody instruction on expression and reading text at an appropriate rate.</li> </ul>	<ul style="list-style-type: none"> <li>-Have students practice retelling the plot, key concepts, characters, the conflict/crisis, and point of view, perspective, and theme for a story they read or read to them.</li> <li>-Students can identify bias in a text.</li> <li>-Review the literary terms/devices, including theme, symbolism, metaphor, and simile.</li> <li>-Explicit instruction on syntax, text structure and semantics.</li> <li>- Explicit comprehension instruction for fiction and non-fiction texts.</li> <li>-Explicit instruction on the use of graphic organizers</li> </ul>

	<p>multiple sources.</p> <ul style="list-style-type: none"> <li>-Introduce the 5 paragraph essay format in grade 8.</li> <li>-Introduce transitional phrases.</li> <li>-Explicitly teach editing and word choice</li> </ul>			<p>and note taking to assist with comprehension instruction.</p>
<p>Grades 9 and 10</p>	<ul style="list-style-type: none"> <li>-Explicit instruction on complex sentence structure.</li> <li>-Instruction on graphic organizers to help with paragraph instruction and report writing.</li> <li>-Abundant opportunities for various types of writing and reports.</li> <li>-Review the differences between formal writing and informal writing</li> <li>-Review the idea of citations and report formatting</li> </ul>	<ul style="list-style-type: none"> <li>-Incidental morphological instruction</li> <li>-Explicit vocabulary instruction, during course work.</li> <li>-Incidental vocabulary instruction as needed.</li> </ul>	<ul style="list-style-type: none"> <li>-Repeated reading instruction on student instructional level.</li> <li>-Plenty of opportunities to read various types of texts.</li> <li>-Prosody instruction on expression and reading text at an appropriate rate.</li> </ul>	<ul style="list-style-type: none"> <li>-Have students practice identifying biases, perspectives, point of view, opinion vs fact, and theme within a text.</li> <li>-Students should be able to understand the difference between personal knowledge and the context of a text.</li> <li>-Students can identify bias in a text.</li> <li>-Review the literary terms/devices, including theme, symbolism, metaphor, and simile.</li> <li>-Review syntax, text structure</li> </ul>

	<ul style="list-style-type: none"> <li>-Practice synthesizing and sequencing information from multiple sources.</li> <li>-Review the paragraph essay format and introduce more complex essay formats in grade 10</li> <li>-Review formal report writing conventions and citations.</li> <li>-Introduce concepts like MLA vs APA</li> <li>-Review editing procedures and the impact of word choice.</li> </ul>			<p>and semantics.</p> <ul style="list-style-type: none"> <li>-Explore complex grammar rules, such as various uses for a semi-colon and comma - Explicit comprehension instruction for fiction and non-fiction texts.</li> <li>-The explicit instruction on the use of graphic organizers and note taking to assist with comprehension instruction. .</li> </ul>
<p>Grades 11 and 12</p>	<ul style="list-style-type: none"> <li>-Explicit instruction on syntax, semantics, and grammar.</li> <li>-Instruction on graphic organizers to help with report writing.</li> <li>-Abundant opportunities for various types of writing,</li> </ul>	<ul style="list-style-type: none"> <li>Limited and incidental morphological instruction, as needed</li> <li>-Explicit vocabulary instruction, during course work.</li> <li>-Incidental vocabulary instruction as needed.</li> </ul>	<ul style="list-style-type: none"> <li>-Plenty of opportunities to read various types of texts.</li> <li>-Plenty of opportunities to find and read various academic sources</li> <li>-Incidental prosody instruction on expression and reading text at</li> </ul>	<ul style="list-style-type: none"> <li>-Students should be able to identify biases, perspectives, point of view, opinion vs fact, and theme within a text.</li> <li>-Students can understand the difference between the subjective and objective</li> </ul>

	<p>especially for various types of essays.</p> <ul style="list-style-type: none"><li>-Introduce essays of longer lengths, IE 10 pages or more</li><li>-Review MLA guidelines till appropriate levels of fluency are developed.</li><li>-Practice synthesizing and sequencing information from multiple academic sources.</li><li>-Review editing procedures and the impact of word choice.</li></ul>		<p>an appropriate rate.</p>	<ul style="list-style-type: none"><li>-Students can identify bias in a text.</li><li>-Review the literary terms/devices, including theme, symbolism, metaphor, and simile.</li><li>-Review syntax, text structure and semantics.</li><li>-The explicit instruction on the use of graphic organizers and note taking to assist with comprehension instruction.</li></ul>
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