

Content to be added to Corrective Reading			
Items in bold will be concentrated on.			
Standard	Indicator	Teaching tool	Indicate when taught
4th			
LA 4.1.4.a	Read with accuracy, phrasing and expression to demonstrate natural tone and pace of speaking	model and practice	
LA 4.1.5.d	Semantic Relationships (homophones/synonyms)	mini-lessons posters	
LA 4.1.6.d	Literary devices (e.g. simile, alliteration, etc)	mini-lessons posters	
LA 4.1.6.m	Comprehension Strategy (self-monitoring)	mini-lessons posters	
LA 4.2.2.c	Tone/voice characteristics	mini-lessons writing practice	
LA 4.3.2.b	Note taking (basic how to)	mini-lesson practice	
LA 4.3.2.c	Note taking (able to take notes that ensure accuracy)	mini-lesson practice	
LA 4.3.3.b	Gaining the floor for speaking		
LA 4.4.1.f	Communication of info via internet (library?)		
5th			
LA 5.1.3.a	Advanced Phonetic and Structural Analysis	extra practice	
LA 5.1.4.a	Read with accuracy, phrasing and expression to demonstrate natural tone and pace of speaking	model and practice	
LA 5.1.5.d	Semantic Relationships	extra practice	
LA 5.1.6.a	Author's purpose	integrated daily	
LA 5.1.6.d	Literary devices (e.g. simile, alliteration, etc)	mini-lessons posters	
LA 5.1.6.g	Apply knowledge/use charts, maps, etc.	mini-lessons practice	
LA 5.1.6.h	Genres	poster frequent daily review	
LA 5.1.6.i	Influences on genre (social, historical, cultural)	add to daily lesson	
LA 5.1.6.n	Comprehension Strategy (self-monitoring)	mini-lessons posters	
LA 5.2.1.c	Revise and improve (voice/word choice)	mini-lesson student created wordlist, practice	
LA 5.2.1.d	Peer editing	practice	

LA 5.2.2.a	Writing specific genre	mini-lesson practice charts	
LA 5.2.2.b	Writing to a specific audience	frequent review	
LA 5.2.2.c	Writing characteristics of specific genre	chart	
LA 5.2.2.d	Choose and apply organizational structure (logical, sequential order)	practice	
LA 5.2.2.e	Analyze genre models and create own piece	mini-lesson practice	
LA 5.3.2.b	Note taking from auditory presentation	model practice	
LA 5.3.3.b	Gaining the floor for speaking		
LA 5.4.1.g	Social networking	tech :0)	
6th			
LA 6.1.3.a	Advanced Phonetic and Structural Analysis	extra practice	
LA 6.1.5.d	Semantic Relationships	extra practice	
LA 6.1.6.a	Author's purpose	integrated daily	
LA 6.1.6.d	Literary devices (e.g. simile, alliteration, etc)	mini-lessons posters	
LA 6.1.6.g	Apply knowledge/use charts, maps, etc.	mini-lessons practice	
LA 6.1.6.h	Genres	poster frequent daily review	
LA 6.1.6.i	Influences on genre (social, historical, cultural)	content area	
LA 6.1.6.j	Increase multicultural perspective through literature	content area	
LA 6.1.6.n	Comprehension Strategy (self-monitoring)	mini-lessons posters	
LA 6.2.1.d	Peer editing	practice	
LA 6.2.2.a	Writing specific genre	mini-lesson practice charts	
LA 6.2.2.b	Writing to a specific audience	frequent review	
LA 6.2.2.c	Writing characteristics of specific genre	chart	
LA 6.2.2.d	Choose and apply organizational structure	practice	
LA 6.2.2.e	Analyze genre models and create own piece	mini-lesson practice	
LA 6.3.1.b	Speaking techniques for variety of situations	integrated across curriculum	
LA 6.3.2.b	Note taking from auditory presentation	model practice	
LA 6.3.3.b	Gaining the floor for speaking		
LA 6.4.1.g	Social networking	tech :0)	