



Instructional Targets		
<p><b>Reading Standards for Literature</b></p> <ul style="list-style-type: none"> <li><b>Range and Level of Text Complexity:</b> Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level.</li> </ul> <p><b>Reading Standards for Foundational Skills</b></p> <ul style="list-style-type: none"> <li><b>Print Concepts:</b> Demonstrate understanding of print features (left to right, page to page, etc.).</li> <li><b>Fluency:</b> Read appropriately leveled text with purpose and understanding.</li> </ul> <p>Which of your state standards are aligned to these instructional targets?</p>		
Classroom Activities/Lesson Plan		
<p><b>Leveled Book: <i>What Is It?</i></b></p> <p>Lesson 1 provides a simple book in three distinct reading levels. Emerging readers may engage in the same content when selecting the appropriate level based on individual abilities, needs or reading goals. This leveled book is presented in three leveled formats: Level D, Level A and Level aa (captioned). Select the level appropriate for each student.</p> <p>The content of the leveled book uses descriptors to tell about different baseball items. When they have finished the book, students should be able to describe a bat, ball and glove.</p> <ul style="list-style-type: none"> <li>Introduce the story by talking about baseball. Ask, "What do we need to play baseball?"</li> <li>On the first reading, do a picture walk. Note pictures of the different baseball items. Emphasize that baseball players need these to play a game. Discuss how each item looks different. Ask, "What would happen if we didn't have a bat? Ball? Glove?" Have students try to describe the picture before reading.</li> <li>Read the story aloud to model fluency. After reading the story, ask questions about the colors and shapes of the different items.</li> <li>As a group, reread the story with pauses for key words to encourage participation. Encourage choral reading of the repeated line. Provide students with supports for page turning and interaction while they are reading.</li> <li>During independent or paired reading, focus on individual student reading abilities with text or supported-text versions. It is likely that students may read different levels for different purposes each day when building reading skills.</li> <li>Support student reading, using the communication board to do so.</li> <li>Bring in different baseball items, such as a hat, ball, bat and glove. Follow up reading with having students describe the items.</li> </ul> <p> <b>Standards Connection</b></p> <ul style="list-style-type: none"> <li>Use the book features and the pictures to continue interaction with the book.</li> <li>Have students locate the title, the author and the illustrator of the book.</li> <li>Invite students to identify and describe characters, setting and events from the story pictures.</li> </ul> <p>Comprehension questions from leveled books are based on the highest level in the series. These books may be read aloud to help students at all levels to gain meaning.</p> <p><i>Pre- and post-assessments are available through Monthly Checkpoints.</i></p>		
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"> <li>Students will independently read literature stories and poems that have been adapted to student reading level.</li> <li>Students will independently demonstrate basic print concepts (tracking from left to right and from page to page, etc.) during shared story reading.</li> <li>Students will independently read text stories that are selected at the personal reading level.</li> </ul>	<ul style="list-style-type: none"> <li>Students will read supported and shared literature stories and poems that have been adapted to student reading level.</li> <li>Students will participate in basic print concepts (page turning, pointing to words and pictures, etc.) during shared story reading.</li> <li>Students will state a word or point to a picture of an omitted word during shared reading.</li> </ul>	<ul style="list-style-type: none"> <li>Students will actively participate in supported reading of literature stories and poems that have been adapted to student ability level.</li> <li>Students will attend to shared story reading, giving supported indicators to <i>turn the page</i> or <i>read more</i>.</li> <li>Students will state a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).</li> </ul>
Resources and Materials		Notes
Leveled Book: <i>What Is It?</i> Communication board Standards Connection Lesson 1		

Instructional Targets		
	Reading Standards for Literature <ul style="list-style-type: none"><li>• <i>Key Ideas and Details</i>: Identify characters, setting and events in a story.</li><li>• <i>Integration of Knowledge and Ideas</i>: Use illustrations to describe characters and events in a story.</li></ul>	
	Reading Standards for Literature and Informational Text <ul style="list-style-type: none"><li>• <i>Craft and Structure</i>: Use text features to locate key information in a text.</li></ul>	
Differentiated Tasks		
Level 3	Level 2	Level 1
<ul style="list-style-type: none"><li>• Students will locate the title, author and illustrator of a story.</li><li>• Students will describe characters and events in a story.</li><li>• Students will describe characters and events based on illustrations from a story.</li></ul>	<ul style="list-style-type: none"><li>• Students will locate the title of a story.</li><li>• Students will use picture supports to identify characters, setting and events from a story.</li><li>• Students will point to pictures within a story to identify named characters and events.</li></ul>	<ul style="list-style-type: none"><li>• Students will make a selection to indicate the title of a book.</li><li>• Students will select a picture to identify a character or an event from a story (single option or errorless choice).</li><li>• When presented with an illustration from a story, students will select a character or an event.</li></ul>

Tell students to use features and pictures from the book to discuss, locate and answer these questions.



What is the **name** of this story?



Who **wrote** this story?



Who **drew** the pictures in this story?



Who are the characters in this story?



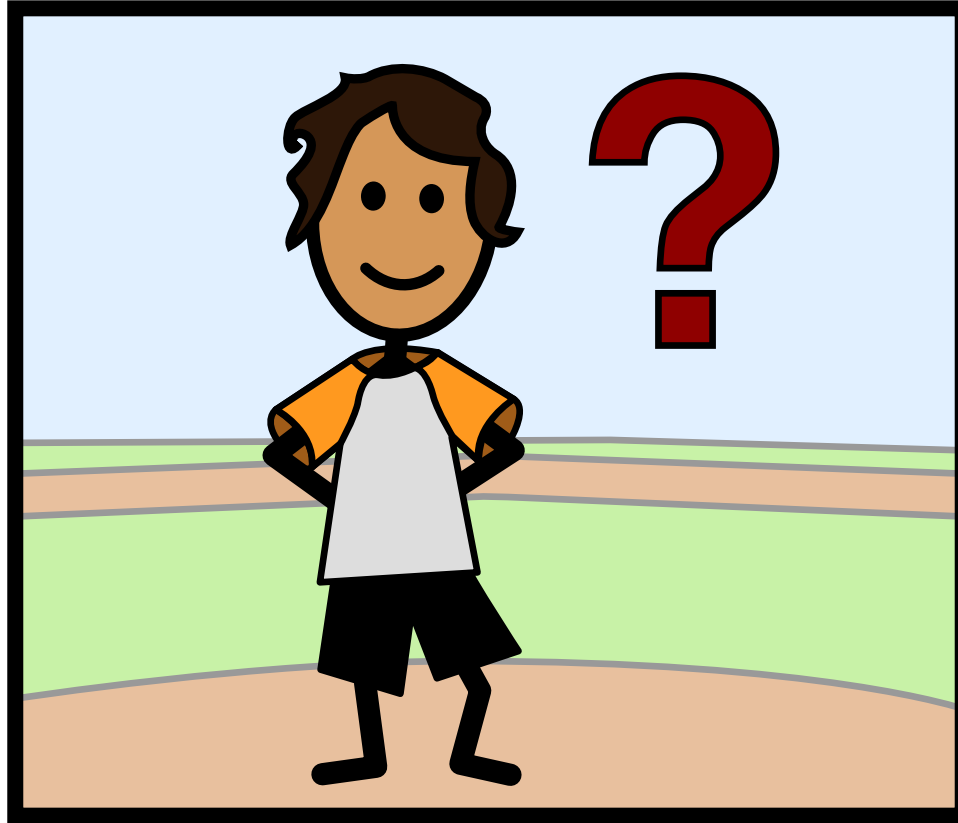
Where did this story happen?



What happened in this story?

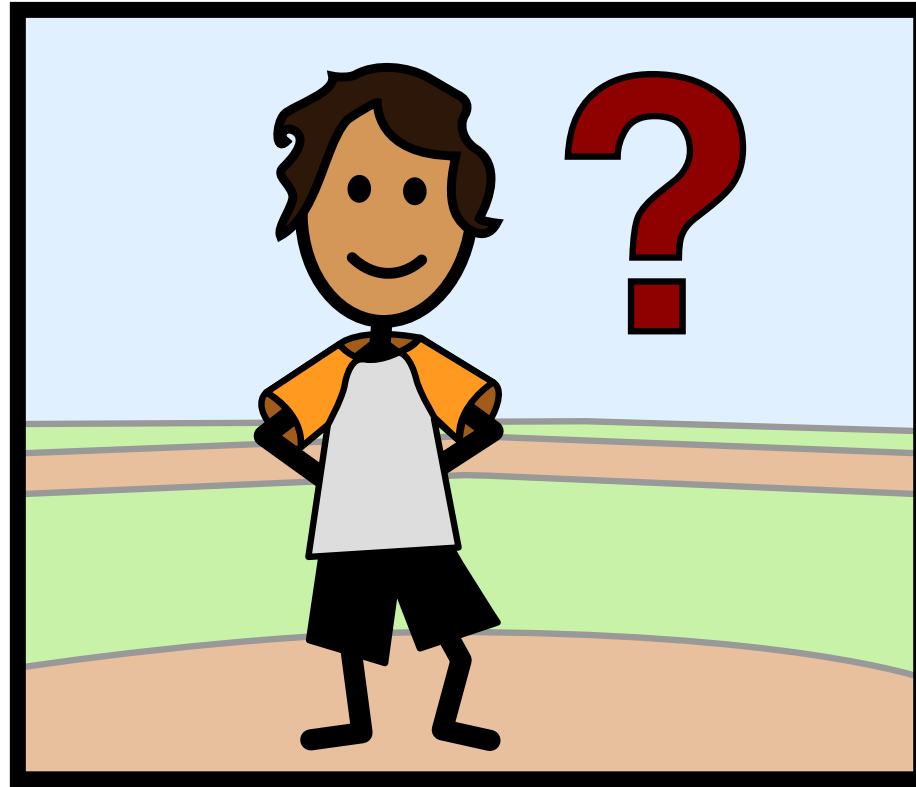
# What Is It?

Level D

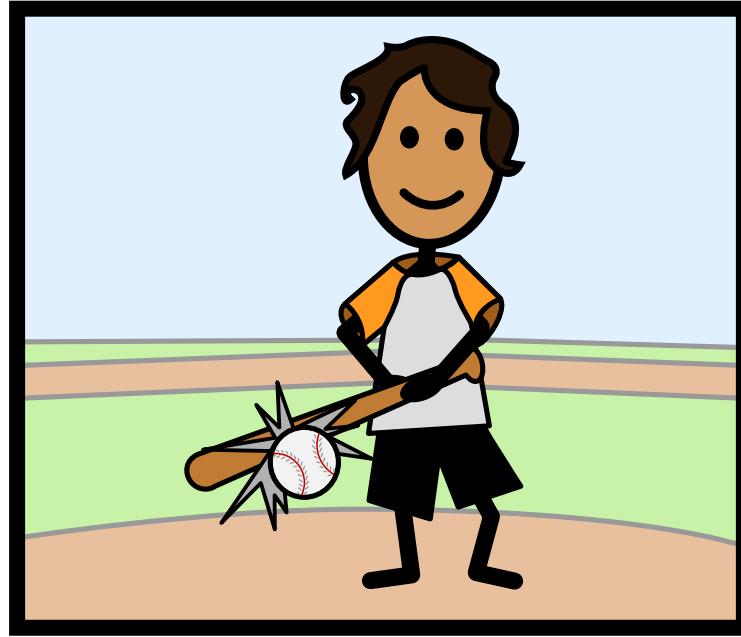


by Amy Bihn

Illustrated by Jessica Wright



**I have something in my hand.  
It has to do with baseball.  
Can you guess what it is ?**



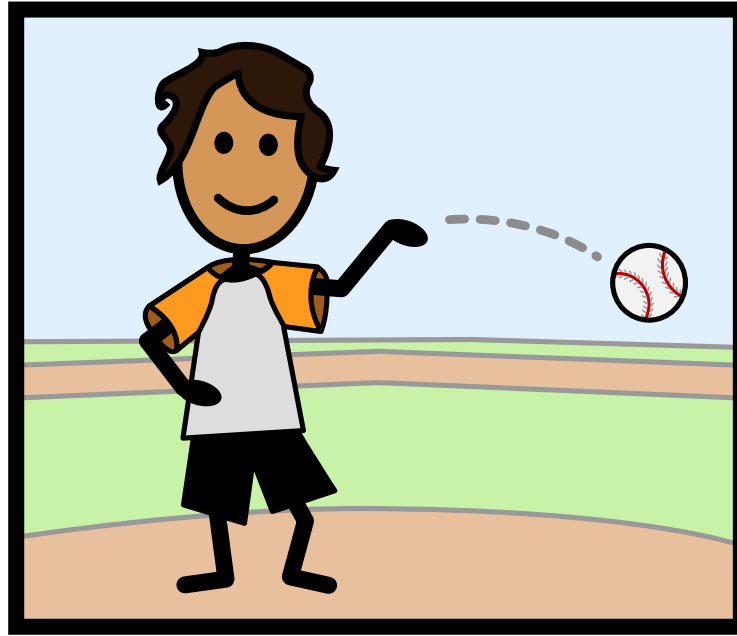
**This is long.**

**This is made of wood.**

**I hit a ball with it.**

**What is it ?**

**It is a bat.**



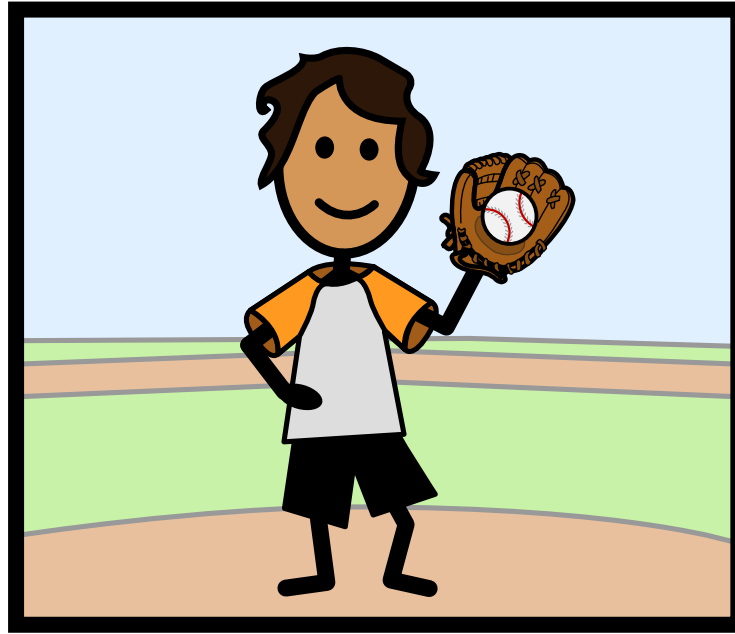
**This is round.**

**This is white with red stripes.**

**I can throw it.**

**What is it ?**

**It is a baseball.**



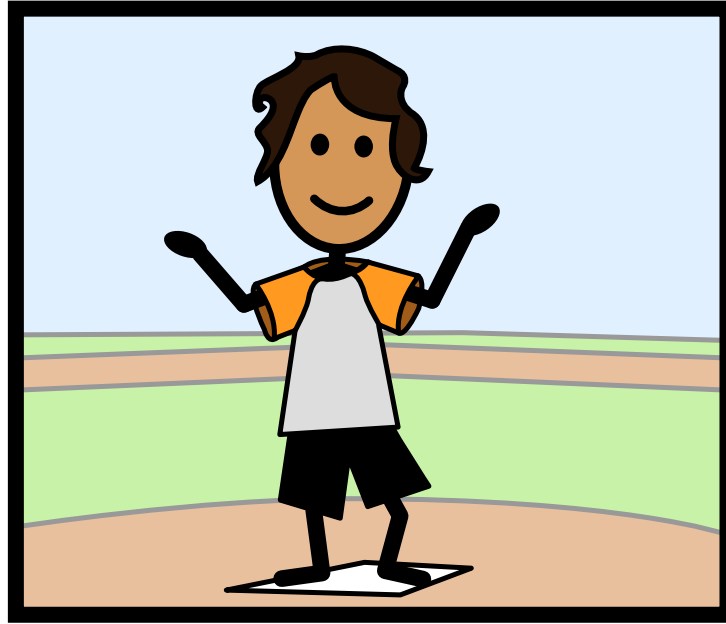
**This is brown.**

**This fits on my hand.**

**I can catch with it.**

**What is it ?**

**It is a glove.**



**This is square.**

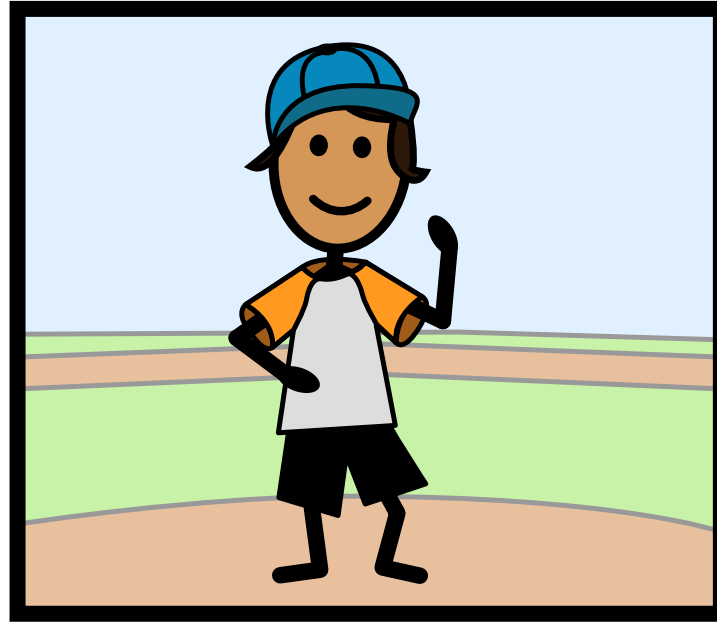
**This is white.**

**I step on it when I hit the ball.**

**What is it ?**

**It is a base.**





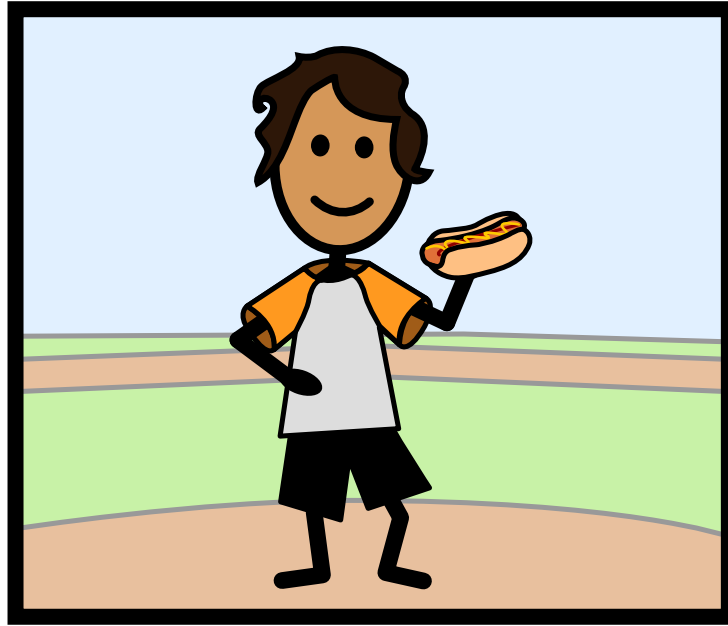
**This is blue.**

**This is soft.**

**I wear it on my head.**

**What is it ?**

**It is a hat.**



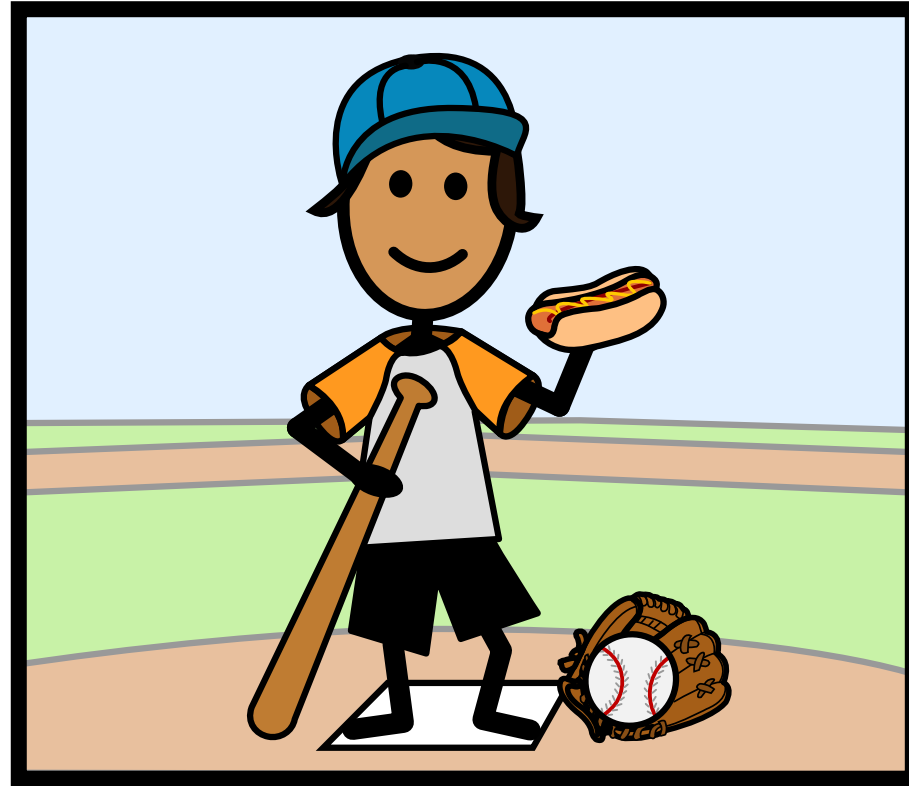
**This is long.**

**This is food.**

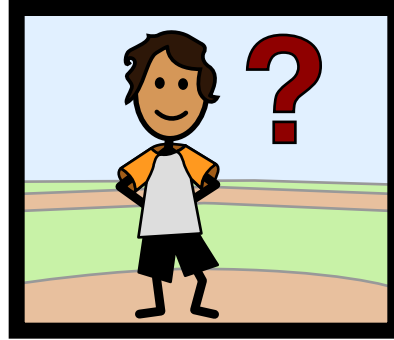
**I eat it in a bun.**

**What is it ?**

**It is a hot dog.**



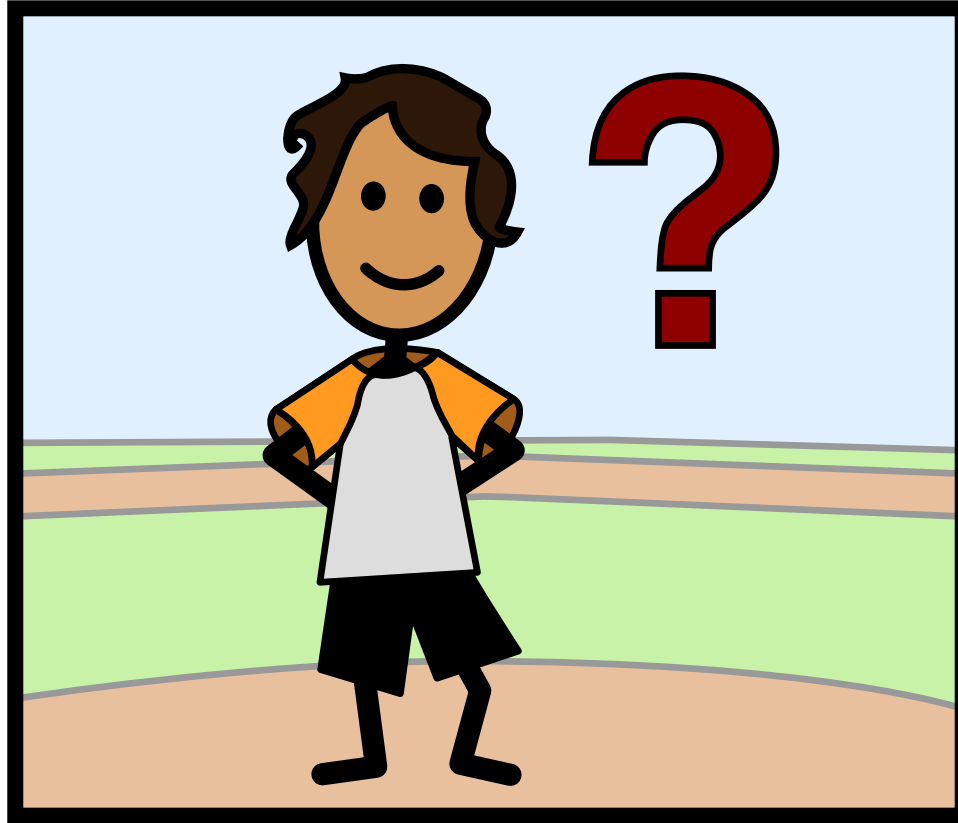
**Let's play baseball.  
Go team !**



# The End

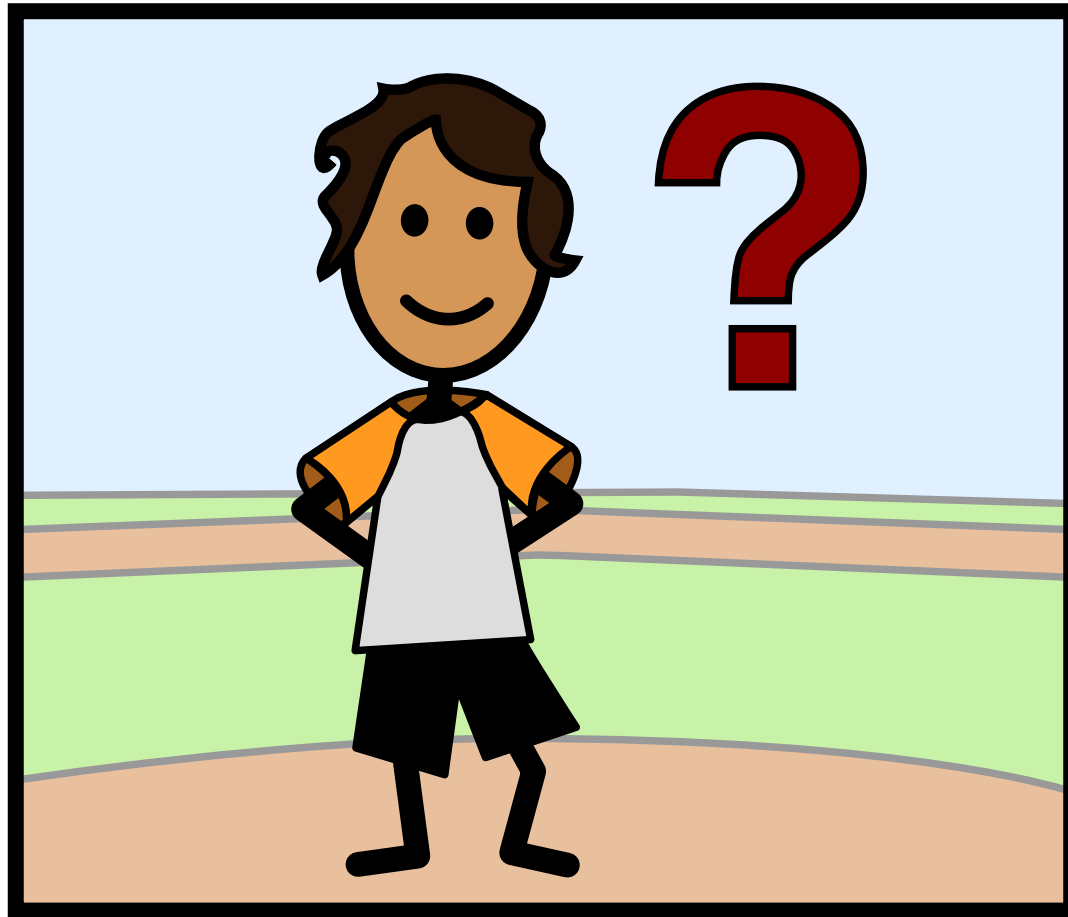
# What Is It?

Level A

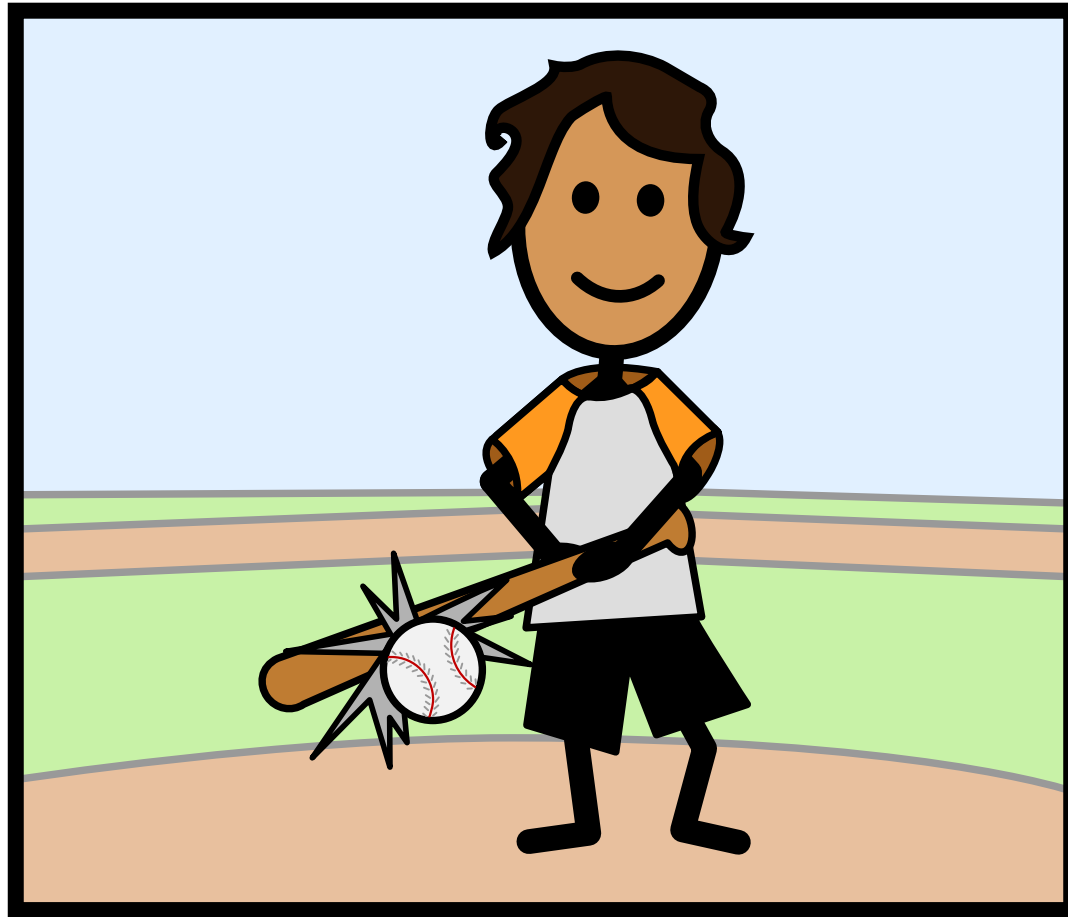


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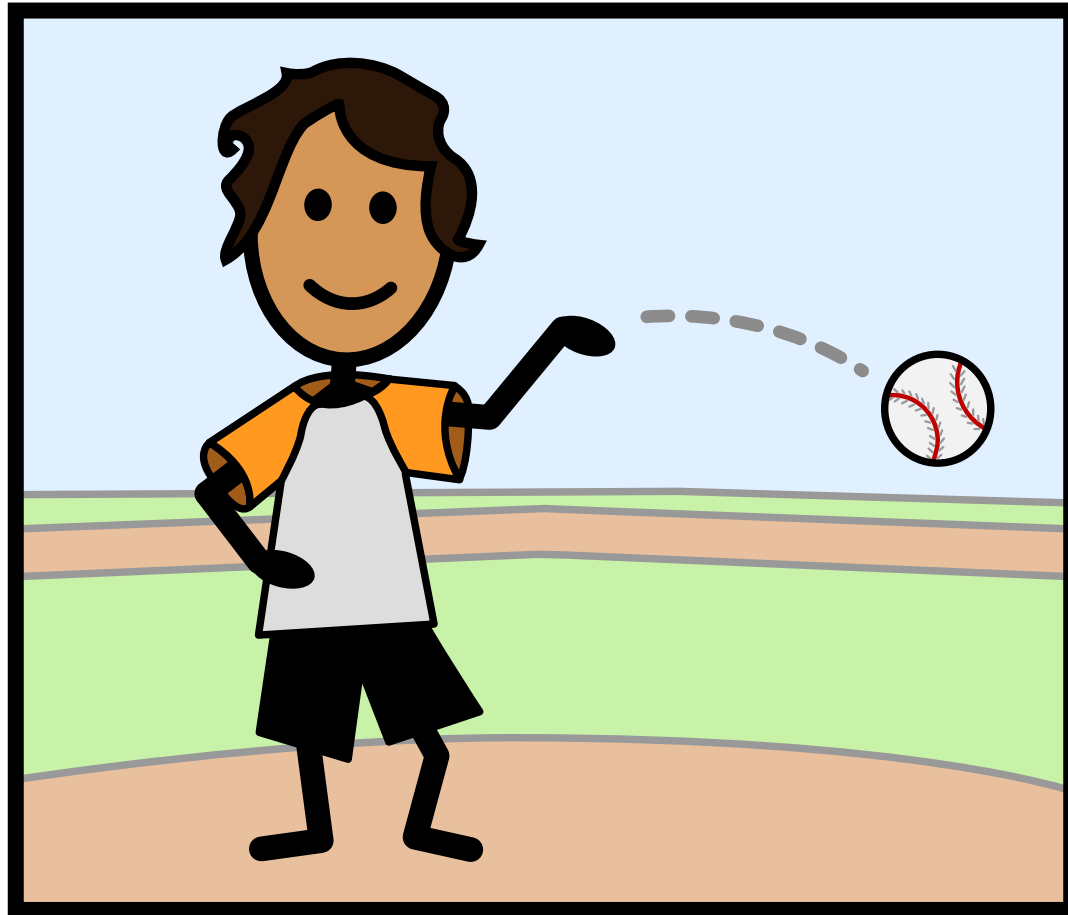
Illustrated by Jessica Wright



**What is this ?**

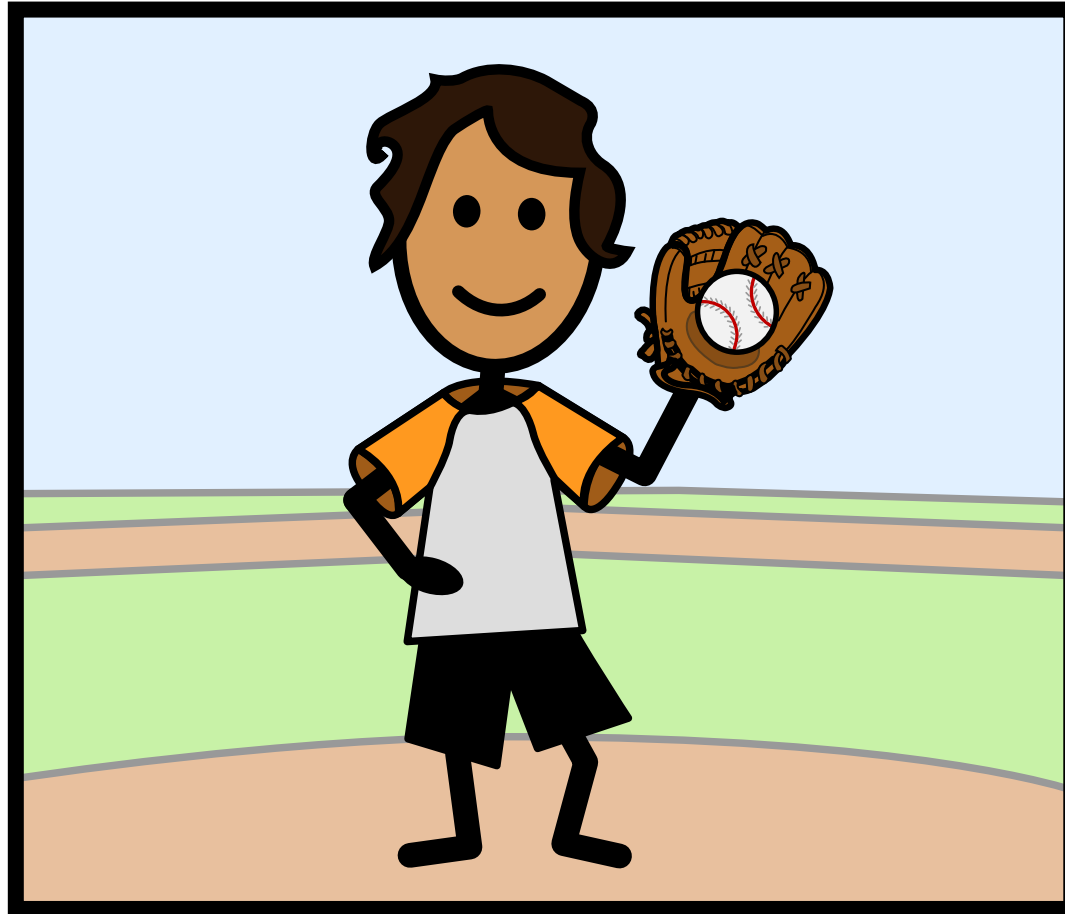


**It is a bat.**

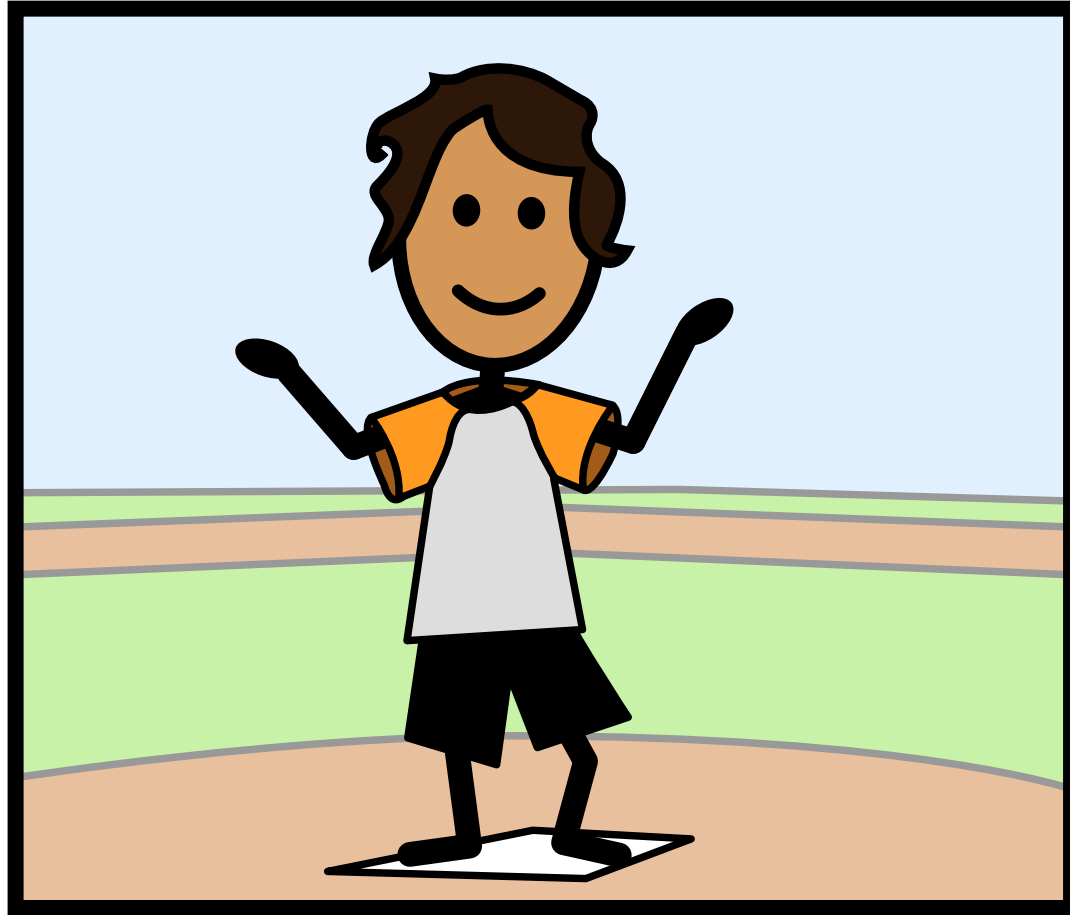


**It is a baseball.**

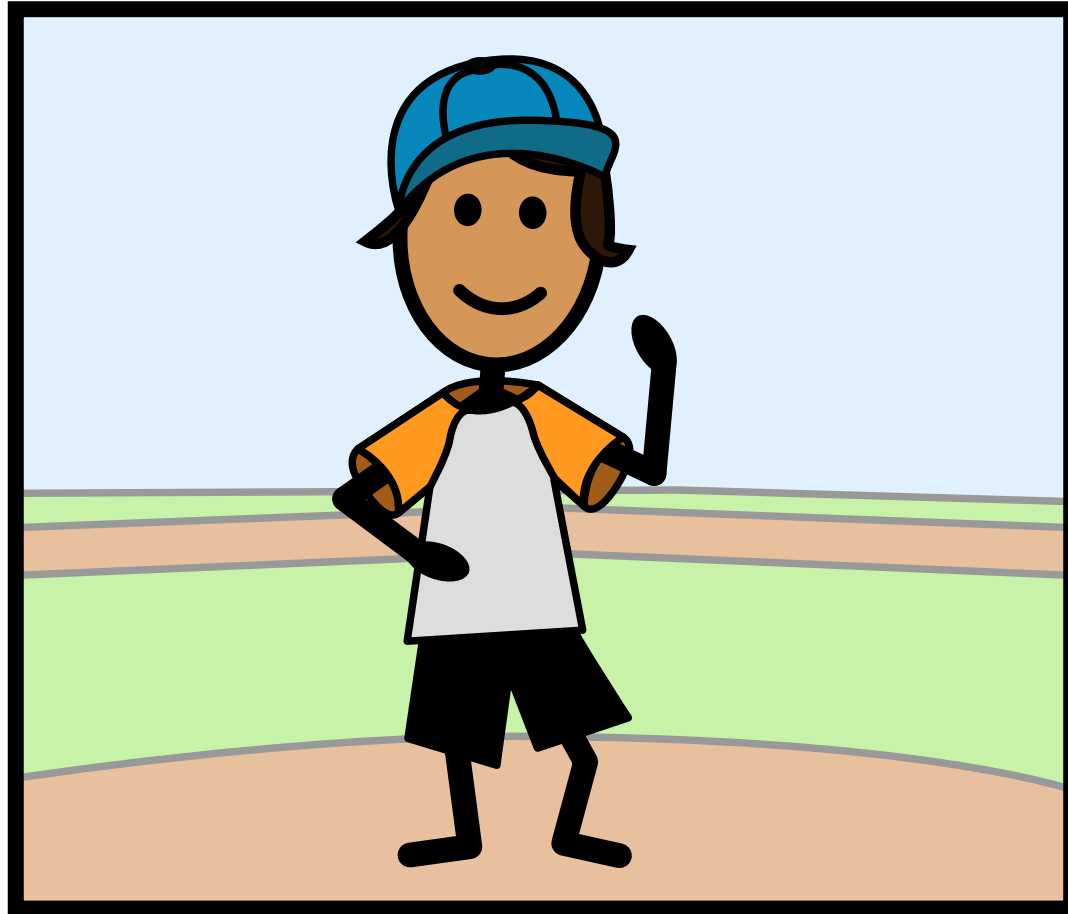




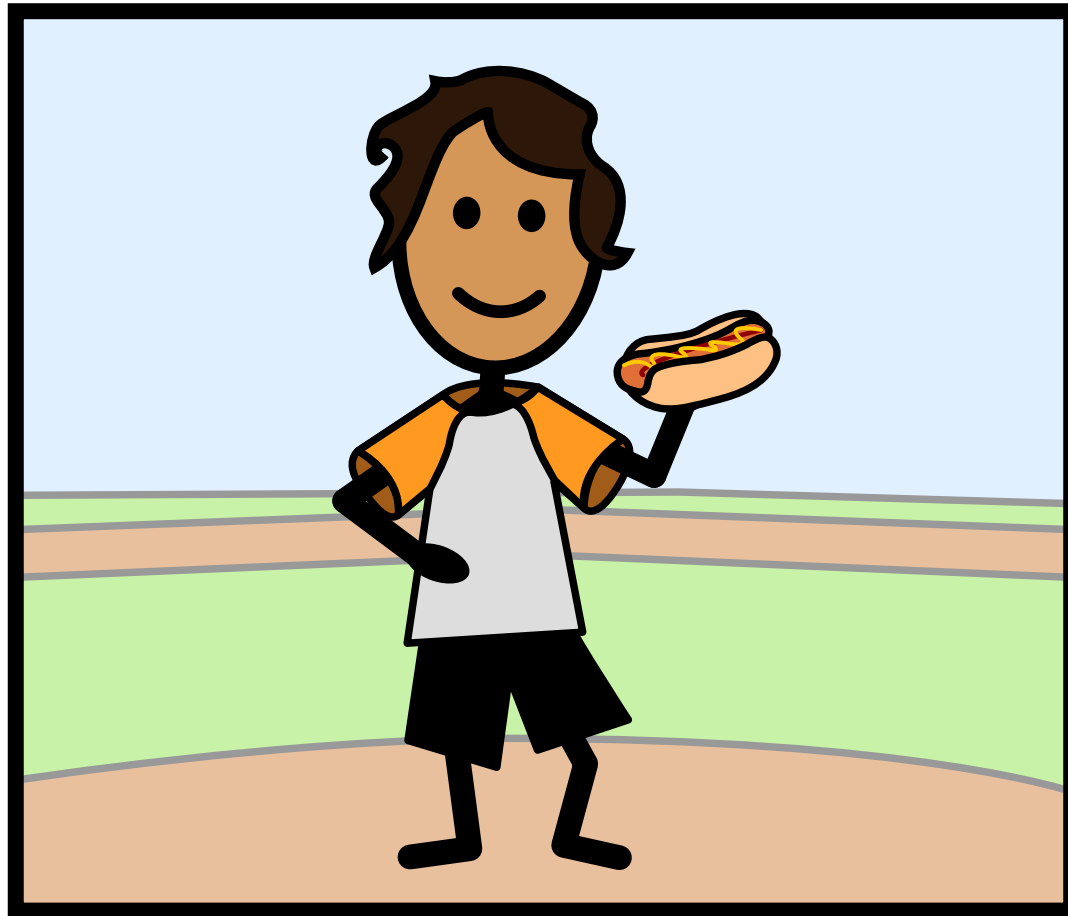
**It is a glove.**



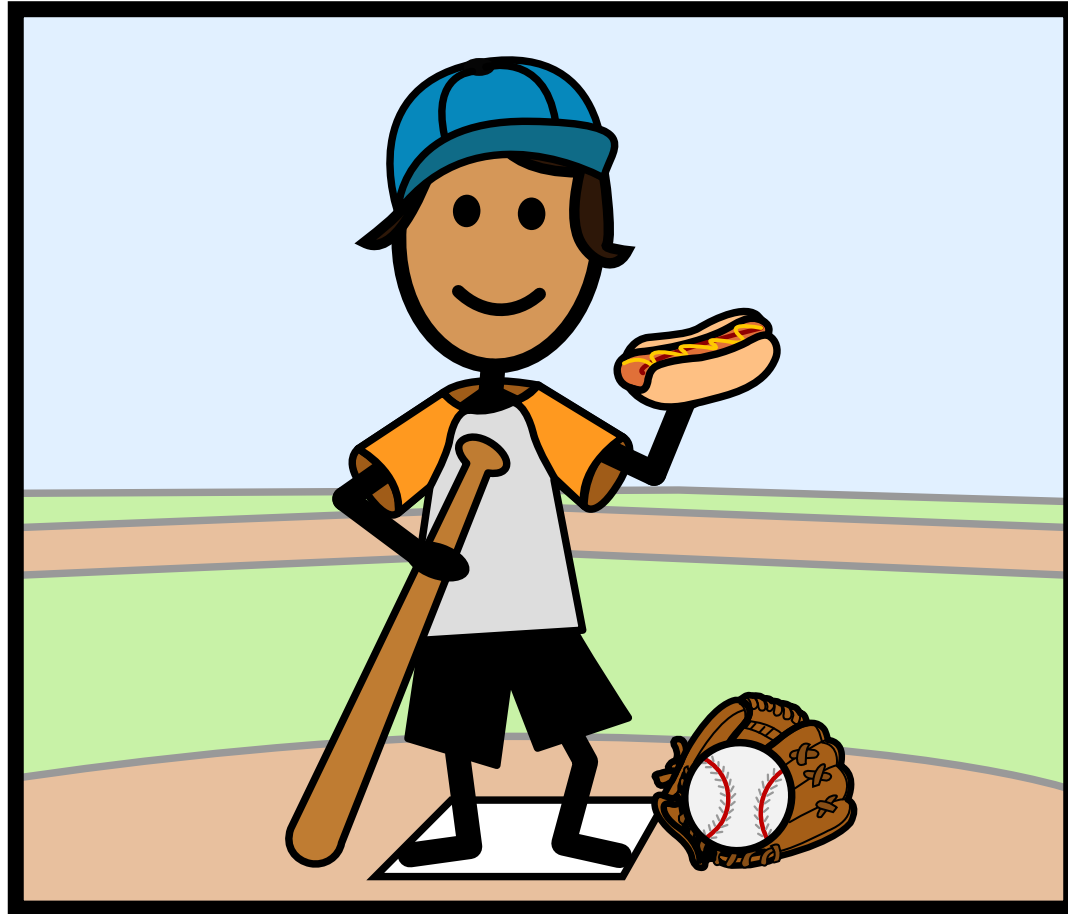
**It is a base.**



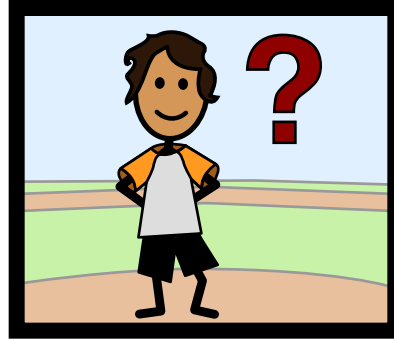
**It is a hat.**



**It is a hot dog.**



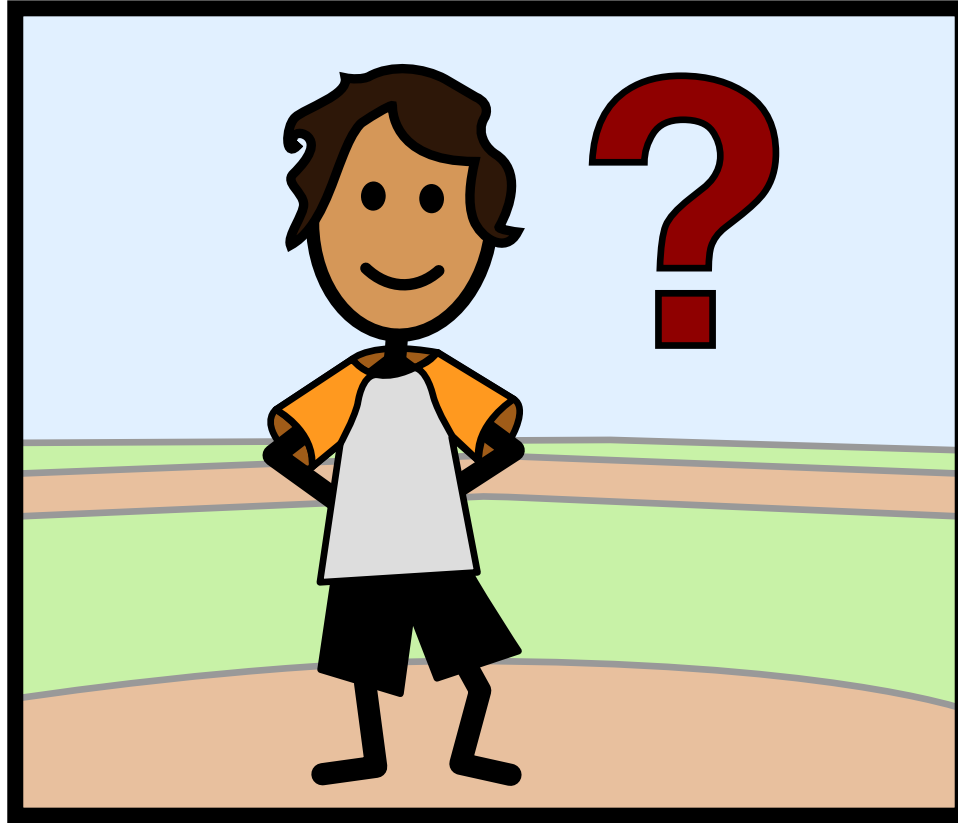
**Let's play baseball !**



# The End

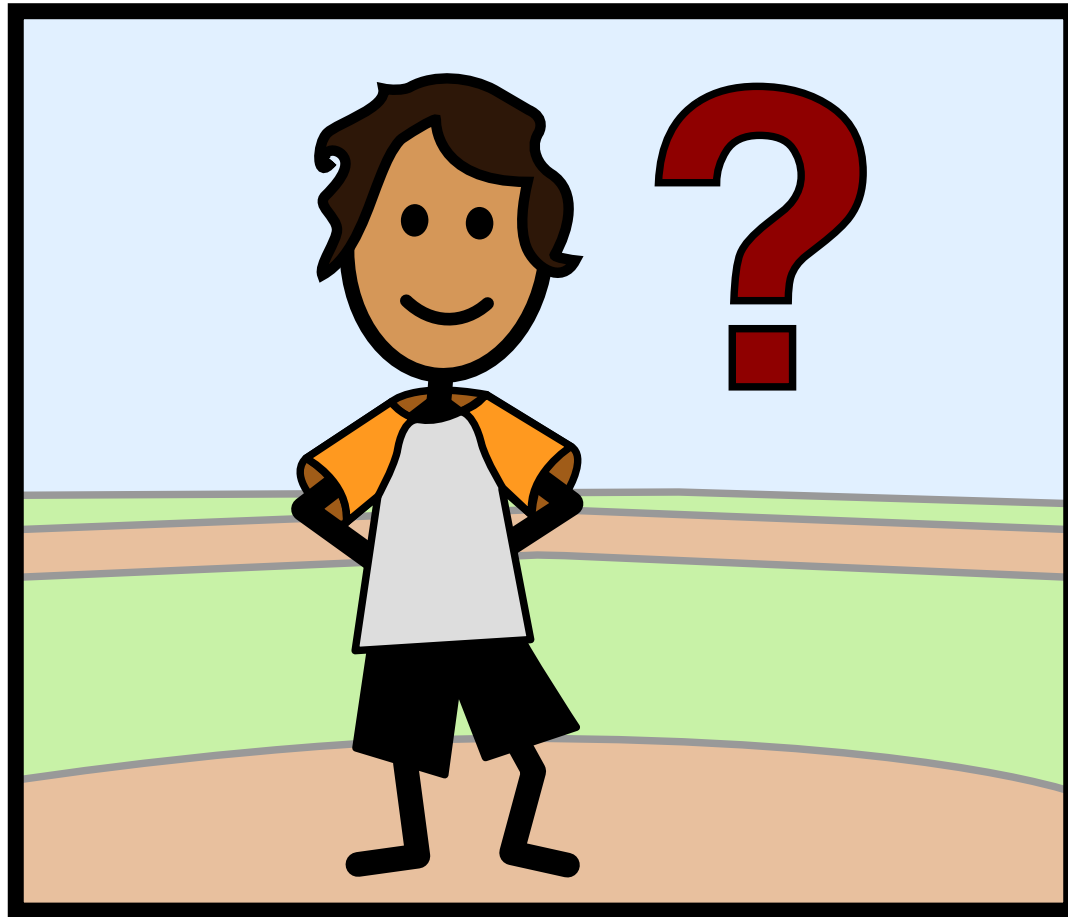
# What Is It?

Level aa



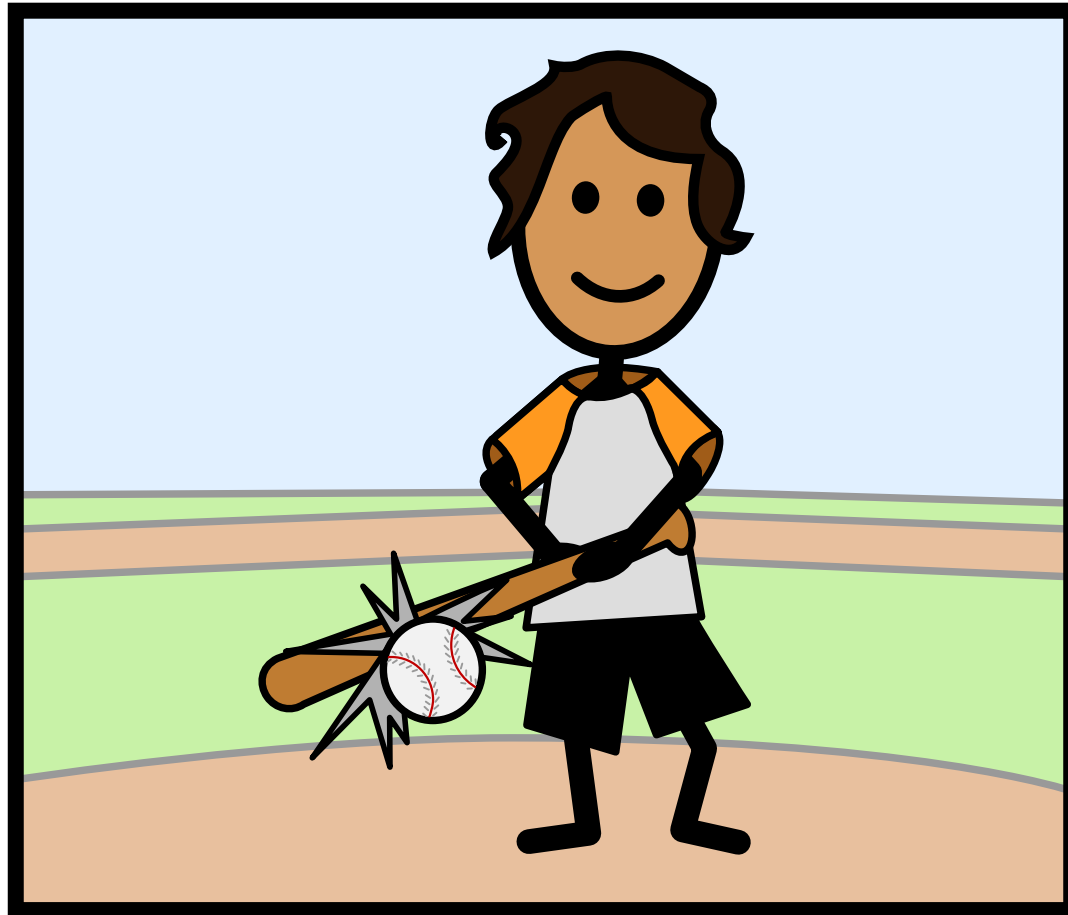
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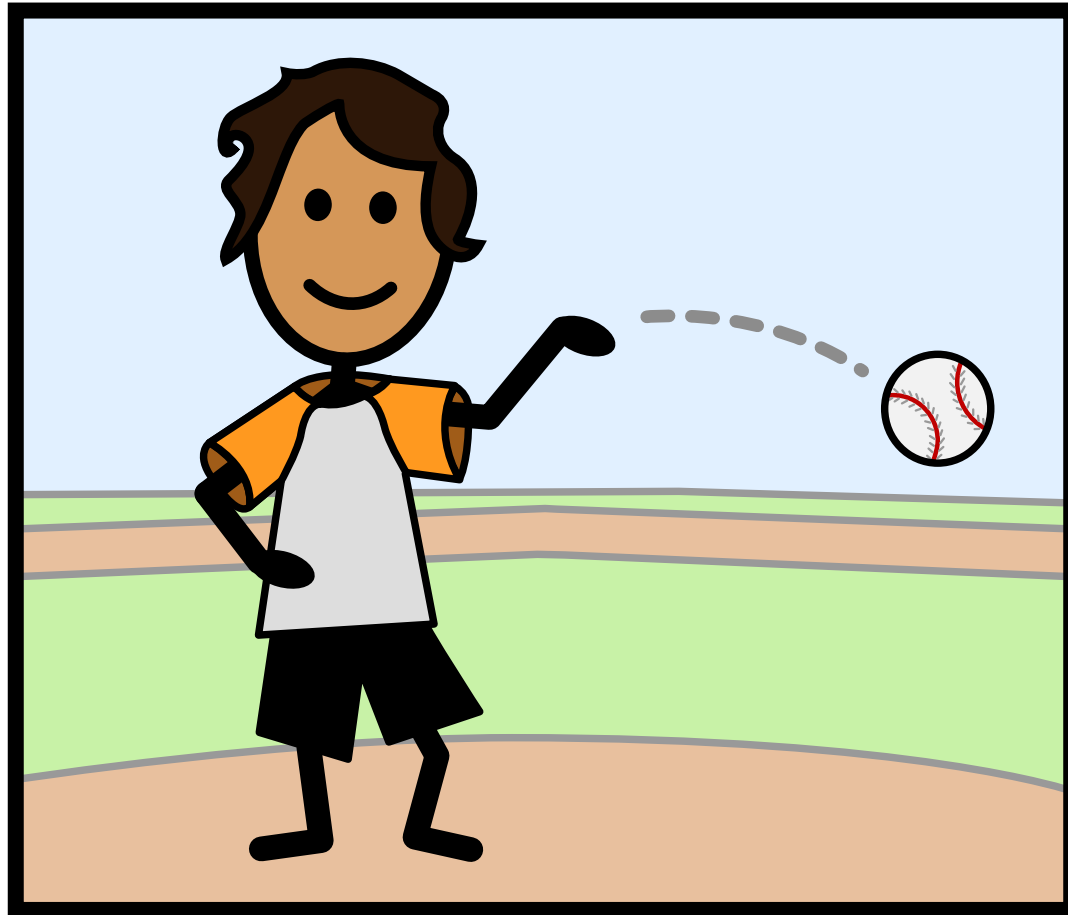


**What is this ?**

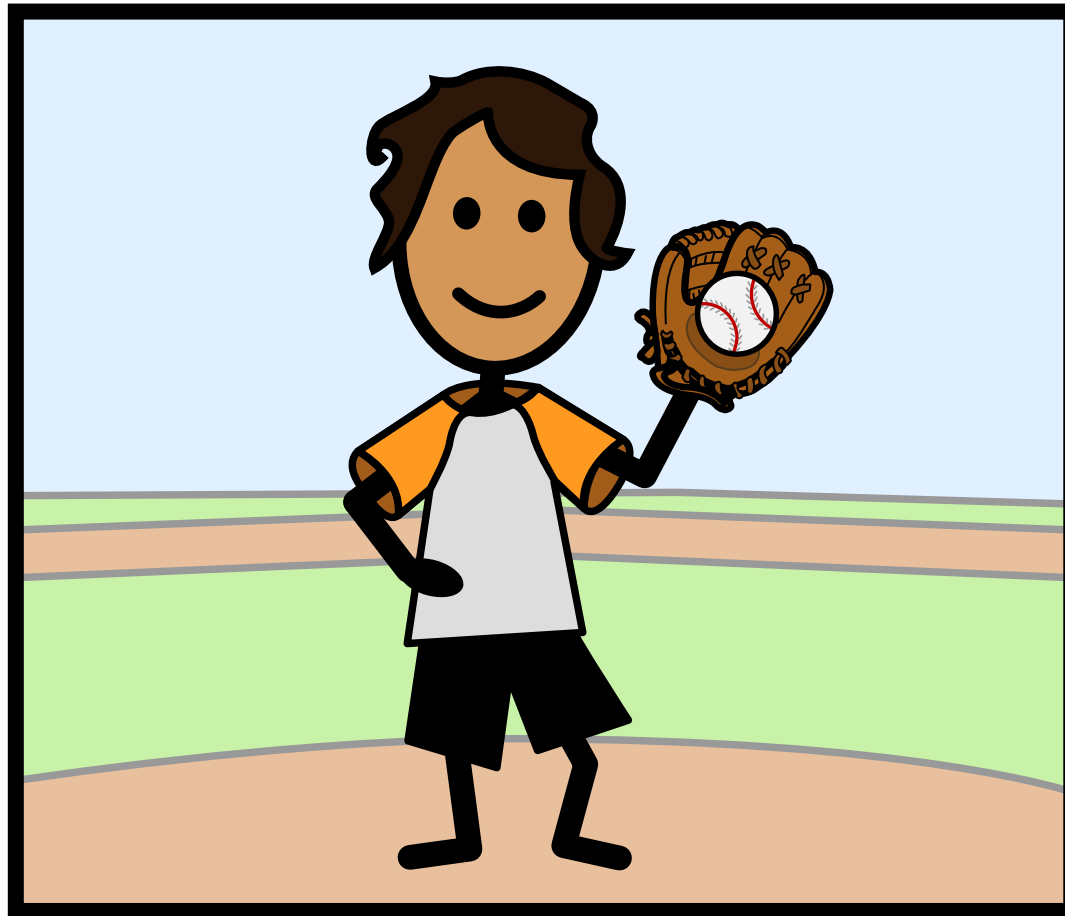




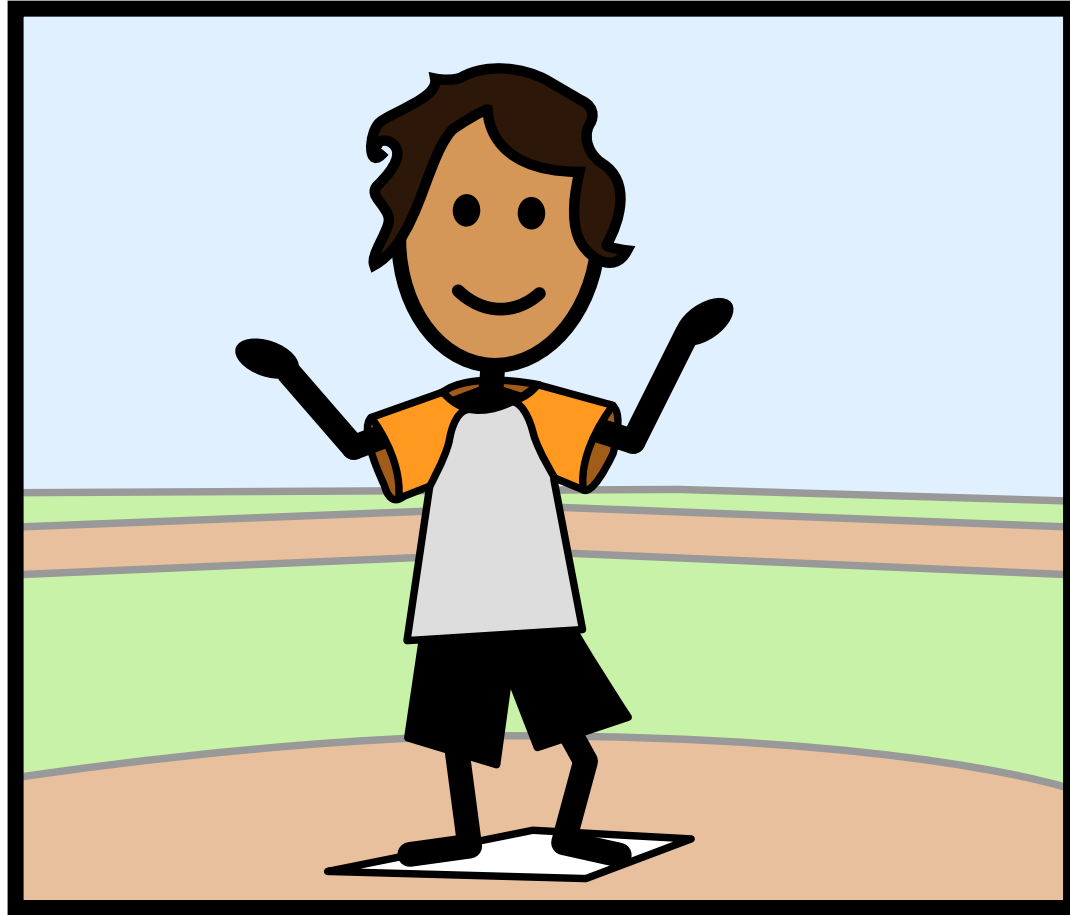
**Bat.**



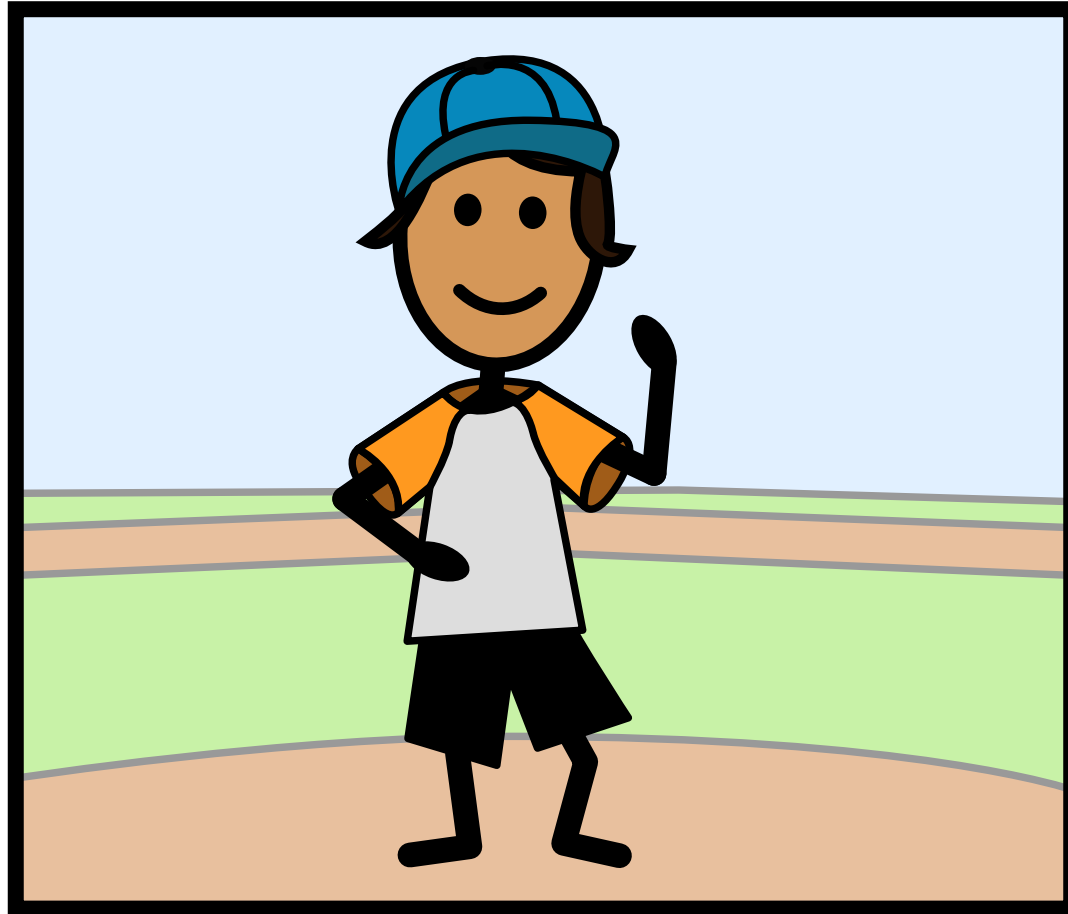
**Baseball.**



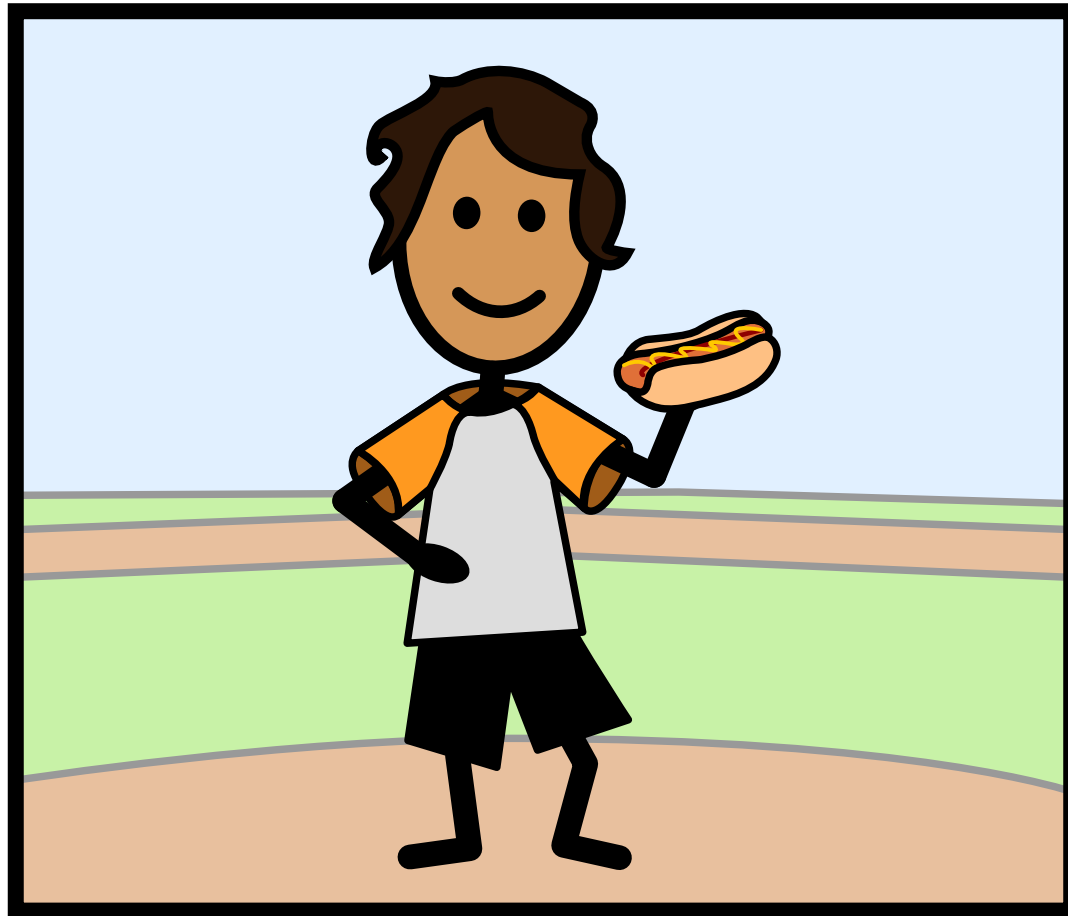
**Glove.**



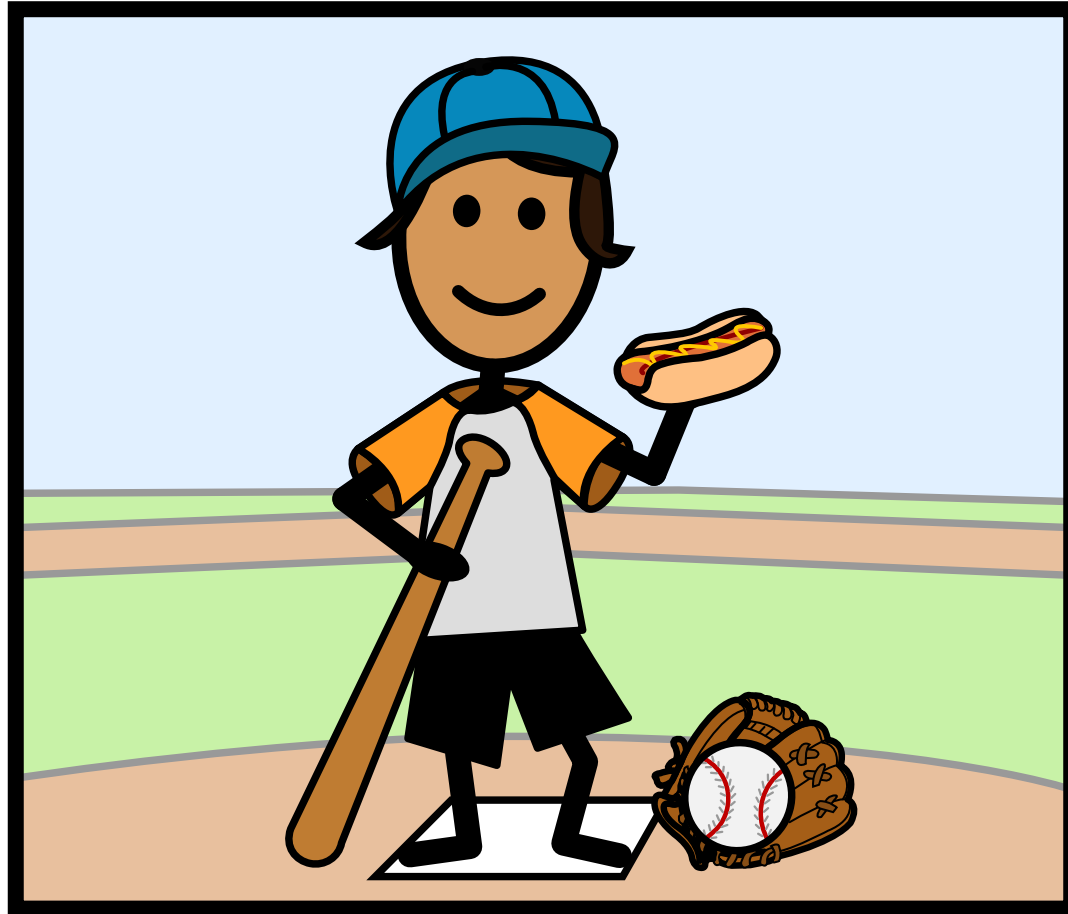
**Base.**



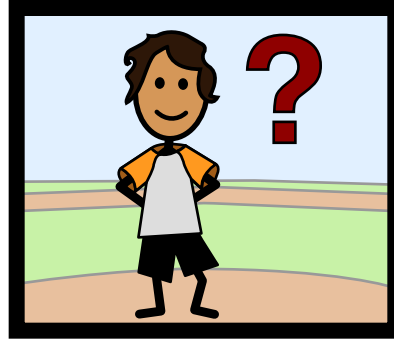
**Hat.**



**Hot dog.**

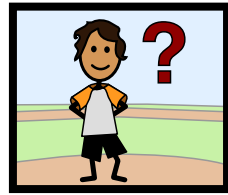


**Baseball !**



# The End





# What Is It?



have 	guess 	long 	round 	baseball 	wood 	bat 
hit 	throw 	white 	red 	stripe 	baseball 	glove 
catch 	step 	brown 	square 	base 	head 	food 
wear 	go 	blue 	soft 	bun 	hot dog 	team 