

Kindergarten

Overview:

Students will work in small groups in the Title 1 Reading classroom for about 30 minutes every day of the week. Students will be instructed on Burst Lessons and Kids Learning A-Z lessons. The Burst lessons are based off of the beginning of the year DIBELS and Burst assessments. The assessments will be updated every two weeks as they are progress monitored. The students also work on chromebooks to complete Kids A-Z lessons. A placement test is given at the beginning of the year to determine the starting point for each student. Then each student works at their own pace to complete the assignments and read the books that are assigned to them. This gives each student a starting point to better help them succeed.

Objectives:

- K.RF.2.4 Students will identify and name all uppercase and lowercase letters.
- K.RF.3.2 Students will orally pronounce, blend, and segment words into syllables.
- K.RF.3.4 Students will tell the order of sounds heard in words with two or three phonemes and identify the beginning, middle and final sounds.
- K.RF.4.1 Students will use letter sound knowledge to decode the sound of each consonant.
- K.RF.4.2 Students will blend consonant -vowel-consonant (CVC) sound to make words.
- K.RF.4.3 Students will recognize the short vowel sounds for the five major vowels.
- K.RF.4.4 Students will read common high-frequency words by sight.
- K.RF.4.5 Students will identify similarities and differences in words (word endings onset and rime) when spoken or written.
- K.RL.1 Students will actively engage in group reading activities with purpose and understanding.
- K.W.2.2 Students will write by moving from left to right and top to bottom.
- K.SL.2.3 Students will listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
- K.SL.2.4 Students will ask questions to seek help, get information, or clarify something that is not understood.

Activities:

- Review f, r, o, d
- Let Me Introduce Myself: Letter Sound Accuracy (a ... f, r,o, d, u)
- Introduce Sounding Out
- Sounding Out Accuracy (am, Sam... at)
- Sound, Sound, Word!: Letter Sounds Game
- Introduce g
- Letter Sound Fluency (a ... o, d, u)
- Who's Got It? Sounding Out Accuracy (am, mat, Sam, sat,sit)
- Word Detectives: Sounding Out Accuracy (am, it, mat, Sam,sat)

- Lasso a Word: Sounding Out Game
- Review r, o, d, u
- Letter Sound Accuracy (/a/ ... /d/, /u/, /g/)
- Read It, Do It: Sounding Out Accuracy Sit.
- Sounding Out Accuracy (mit, sis... it)
- Egg Carton: Letter Sounds Game
- Introduce c
- Blastoff: Letter Sound Fluency (a ... d, u, g)
- Who's Got It? Sounding Out Accuracy (at, fit, mat, Sam,sit)
- Word Detectives: Sounding Out Accuracy (am, at, fit...sit)
- Read and Rhyme: Sounding Out Game
- Review o, d, u, g
- Introduce b
- Sounding Out Accuracy (Sam, sat... mist)
- Who's Got It? Sounding Out Accuracy (fit, mat, ram, rat,sat)
- Sound, Sound, Word!: Letter Sounds Game
- Review d, u, g, c
- Letter Sound Fluency (a ... u, g, c)
- Same or Different: Sounding Out Accuracy Sam sat.
- Who's Got It? Sounding Out Accuracy (at, it, mat, ram, rat)
- Mix, Mix, Match: Sounding Out Game
- Let Me Introduce Myself: Letter Sound Accuracy (a ... g, c,b)
- Introduce n
- Word Detectives: Sounding Out Accuracy (am, at, fit...sit)
- Sounding Out Accuracy (it, fam... Tim)
- Sound, Sound, Word!: Letter Sounds Game
- Review u, a, c, b
- Introduce k
- Whispering: Sounding Out Accuracy (must, dust... fast)
- Whispering: Sounding Out Accuracy (mag, mug... rag)
- Read and Rhyme: Sounding Out Game
- Review o, i, b, n
- Introduce v
- Who's Got It? Sounding Out Accuracy (am, fit, mad, mat,sit)
- Sounding Out Accuracy (Sam, sis... sit)
- Egg Carton: Letter Sounds Game
- Progress Monitor: NWF

Assessment:

The Title I Teacher will assess students with Burst progress monitoring. Assessments will also be done daily with each student by classroom observations, participation, questions and answers throughout the lessons.

1st Grade

Overview:

Students will work in small groups in the Title 1 Reading classroom for about 30 minutes every day of the week. Students will be instructed on Burst Lessons and Kids Learning A-Z lessons. The Burst lessons are based off of the beginning of the year DIBELS and Burst assessments. The assessments will be updated every two weeks as they are progress monitored. The students also work on chromebooks to complete Kids A-Z lessons. A placement test is given at the beginning of the year to determine the starting point for each student. Then each student works at their own pace to complete the assignments and read the books that are assigned to them. This gives each student a starting point to better help them succeed.

Objectives:

- 1.RF.3.2 Students will blend sounds, including consonant blends, to produce words.
- 1.RF.3.3 Students will add, delete, or substitute sounds to change single syllable words.
- 1.RF.3.4 Students will distinguish beginning, middle and final sounds in words.
- 1.RF.3.5 Students will segment the individual sounds in one-syllable words.
- 1.RF.4.1 Students will use letter sound knowledge of consonants, short vowels, and consonant blends to decode words.
- 1.RF.4.2 Students will decode one syllable words in the major syllable patterns.
- 1.RF.4.4 Students will read common high-frequency words by sight.
- 1.RF.4.5 Students will read words in common word families.
- 1.W.2.1 Students will write all uppercase and lowercase letters of the alphabet legibly, and space letters, words, and sentences appropriately.
- 1.SL.2.3 Students will listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.
- 1.SL.2.4 Students will ask questions to clarify information about topics and texts.

Activities:

- Ending Blends: Connected Text Accuracy
- Story Scramble: Connected Text Accuracy
- Introduce Irregular Words (hear, idea, look, so)
- Same or Different: Irregular Word Accuracy
- Know Your Vowel: Connected Text Game
- Vowel Sound Accuracy (den, din... rud)
- Read It, Do It: Connected Text Accuracy
- Introduce Irregular Words (anywhere, below, move,new)
- Read It, Do It: Irregular Word Accuracy
- Word Bank: Irregular Words Game
- Sound, Spell, Tell: Connected Text Accuracy
- Syllables and Sentences: Connected Text Accuracy
- Introduce Irregular Words (could, don't, fly, something)
- Riddle: Irregular Word Accuracy

- Clap, Snap, Stomp: Connected Text Game
- Vowel Sound Accuracy (rent, rant...fall)
- Same or Different: Connected Text Accuracy
- Read It, Do It: Irregular Word Accuracy
- Irregular Words Fluency (anywhere, below, could ...something)
- Pick and Play: Irregular Words Game
- Introduce Consonant Blends: Connected Text Accuracy
- Ending Blends: Connected Text Accuracy
- Introduce Irregular Words (both, example, follow, my)
- Read It, Do It: Irregular Word Accuracy
- Know Your Vowel: Connected Text Game
- Vowel Sound Accuracy (met, mat...mane)
- Same or Different: Connected Text Accuracy her, is,there
- Introduce Irregular Words (different, here, how)
- Riddle: Irregular Word Accuracy
- Word Bank: Irregular Words Game
- Story Scramble: Connected Text Accuracy
- Sound, Spell, Tell: Connected Text Accuracy
- Introduce Irregular Words (above, air, head,into)
- Read It, Do It: Irregular Word Accuracy
- Know Your Vowel: Connected Text Game
- Vowel Sound Accuracy (fed, fade...but)
- Read It, Do It: Connected Text Accuracy
- Read It, Do It: Irregular Word Accuracy
- Riddle: Irregular Word Accuracy
- Pick and Play: Irregular Words Game
- Syllables and Sentences: Connected Text Accuracy
- Introduce Consonant Blends: Connected Text Accuracy
- Irregular Words Fluency (above, air, both ... my)
- Riddle: Irregular Word Accuracy
- Clap, Snap, Stomp: Connected Text Game
- Progress Monitor: DEC-RW, DEC-IW

Assessment:

The Title I Teacher will assess students with Burst progress monitoring. Assessments will also be done daily with each student by classroom observations, participation, questions and answers throughout the lessons.

2nd Grade

Overview:

Students will work in small groups in the Title 1 Reading classroom for about 30 minutes every day of the week. Students will be instructed on Burst Lessons and Kids Learning A-Z lessons. The Burst lessons are based off of the beginning of the year DIBELS and Burst assessments. The assessments will be updated every two weeks as they are progress monitored. The students also work on chromebooks to complete Kids A-Z lessons. A placement test is given at the beginning of the year to determine the starting point for each student. Then each student works at their own pace to complete the assignments and read the books that are assigned to them. This gives each student a starting point to better help them succeed.

Objectives:

- 2.RF.4.2 Students will use knowledge of the six major syllable patterns to decode words.
- 2.RF.4.3 Students will apply knowledge of short and long vowels when reading regularly spelled one syllable words.
- 2.RF.4.4 Students will read common and irregularly spelled high-frequency words.
- 2.RF.4.5 Students will know and use common word families when reading unfamiliar words.
- 2.RF.4.6 Students will read multisyllabic words composed of roots, prefixes, and suffixes; and read contractions, possessives and compound words.
- 2.RF.5 Students will orally read grade-level appropriate texts smoothly and accurately, with expression that connotes comprehension.
- 2.RL.2.1 Students will ask and answer questions to demonstrate understanding of main idea and key details in a text.
- 2.RL.2.2 Students will recount the beginning, middle, and ending of stories and determine their central message, lesson, or moral.
- 2.RN.2.1 Students will ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding.
- 2.RV.2.1 Students will use context clues and text features to determine the meanings of unknown words.
- 2.W.2.1 Students will form letters correctly and space words and sentences properly so that writing can be read easily by others.
- 2.SL.2.3 Students will listen to others, take turns in respectful ways, and speak one at a time about the topics and text under discussion.
- 2.SL.3.2 Students will ask questions to clarify information or deepen understanding.

Activities:

- Introduce Consonant Blends: Connected Text Accuracy
- Ending Blends: Connected Text Accuracy
- Introduce Irregular Words (grow, through, water, yellow)
- Guess What? Irregular Word Accuracy
- Know Your Vowel: Connected Text Game
- Introduce High-Frequency Irregular Words (as, what)

- Read It, Do It: Connected Text Accuracy
- Introduce Irregular Words (does, now, some, together)
- Joke: Irregular Word Accuracy
- Connect Four Words: Irregular Words Game
- Syllables and Sentences: Connected Text Accuracy
- Introduce Consonant Blends: Connected Text Accuracy
- Introduce Irregular Words (all, any, blue, their)
- Read It, Do It: Irregular Word Accuracy
- Know Your Vowel: Connected Text Game
- Introduce High-Frequency Irregular Words (we, were)
- Same or Different: Connected Text Accuracy
- Introduce Irregular Words (began, father, once,thought)
- Same or Different: Irregular Word Accuracy
- Word Bank: Irregular Words Game
- Ending Blends: Connected Text Accuracy
- Syllables and Sentences: Connected Text Accuracy
- Introduce Irregular Words (being, even, kind,should)
- Same or Different: Irregular Word Accuracy
- Know Your Vowel: Connected Text Game
- Introduce High-Frequency Irregular Words (one, put)
- Read It, Do It: Connected Text Accuracy
- Introduce Irregular Words (pretty, small, sometimes,watch)
- Irregular Words Fluency (began, being, even ... watch)
- Connect Four Words: Irregular Words Game
- Introduce Consonant Blends: Connected Text Accuracy
- Ending Blends: Connected Text Accuracy
- Introduce Irregular Words (city, little, live, many)
- Guess What? Irregular Word Accuracy
- Know Your Vowel: Connected Text Game
- Introduce High-Frequency Irregular Words (go, then)
- Read It, Do It: Connected Text Accuracy
- Introduce Irregular Words (few, second, want,world)
- Same or Different: Irregular Word Accuracy
- Build a Sentence: Irregular Words Game
- Syllables and Sentences: Connected Text Accuracy
- Introduce Consonant Blends: Connected Text Accuracy
- Introduce Irregular Words (almost, year, young)
- Guess What? Irregular Word Accuracy
- Clap, Snap, Stomp: Connected Text Game
- Progress Monitor: DEC-RW, DEC-IW

Assessment:

The Title I Teacher will assess students with Burst progress monitoring. Assessments will also be done daily with each student by classroom observations, participation, questions and answers throughout the lessons.

3rd Grade

Overview:

Students will work in small groups in the Title 1 Reading classroom for about 30 minutes every day of the week. Students will be instructed on Burst Lessons and Kids Learning A-Z lessons. The Burst lessons are based off of the beginning of the year DIBELS and Burst assessments. The assessments will be updated every two weeks as they are progress monitored. The students also work on chromebooks to complete Kids A-Z lessons. A placement test is given at the beginning of the year to determine the starting point for each student. Then each student works at their own pace to complete the assignments and read the books that are assigned to them. This gives each student a starting point to better help them succeed.

Objectives:

- 3.RF.4.1 Students will use knowledge of the five components of reading to build foundational skills.
- 3.RF.4.2 Students will use knowledge of the six major syllable patterns to decode words.
- 3.RF.4.3 Students will apply knowledge of short and long vowels when reading regularly spelled one syllable words.
- 3.RF.4.4 Students will read common and irregularly spelled high-frequency words.
- 3.RF.5 Students will orally read grade-level appropriate texts smoothly and accurately, with expression that connotes comprehension.
- 3.RL.2.1 Students will ask and answer questions to demonstrate understanding of main idea and key details in a text.
- 3.SL.2.3 Students will listen to others, take turns in respectful ways, and speak one at a time about the topics and text under discussion.
- 3.SL.3.2 Students will ask questions to clarify information or deepen understanding.

Activities:

- Introduce -s
- -ed Words Accuracy (added, camped ... called)
- Introduce Reading for One Minute
- Model Reading With Fluency
- Let's Bowl - Word Endings: Advanced PhonicsGame
- Advanced Phonics Redux Fluency V
- Sentences Using Double-Letter Words (You must floss!)
- Use Word Strategies: Pronouncing Multi-Syllabic Words
- Read with Expression: Declarative Sentences
- Guess My Punctuation Fluency Game
- -ed Words Accuracy (needed, ended ... played)
- -s Word Accuracy (bats, boats ... trees)

- Practice Reading with Fluency
- Review One-Minute Timed Reading
- Build a Word Family: Advanced Phonics Game
- Root Word Fluency: Changing the Root (plan, run, win)
- Silent-Letter Words Fluency (write, palm ... kneel)
- Reintroduce Reading for One Minute
- Model Reading with Fluency
- Pick and Play: Fluency Game
- Compound Word Fluency (barnyard, downstairs ...shoelace)
- Word Families Accuracy (-ess, -ift, -unk)
- Use Word Strategies: Pronouncing Multi-Syllabic Words
- Read With Expression: Comparing Sentences
- Build a Word Family: Advanced Phonics Game
- -ed Words Accuracy (tested, joked ... pulled)
- Silent-Letter Words Fluency (would, window ... island)
- Practice Reading with Fluency
- Reintroduce One-Minute Timed Reading
- Guess My Punctuation Fluency Game
- -s Word Accuracy (rats, clams ... mitts)
- Root Word Fluency: Prefixes (do, made ... wind)
- Reintroduce Reading for One Minute
- Model Reading with Fluency
- Build a Compound Word: Advanced Phonics Game
- Word Families Accuracy (-iss, -uff, -elt)
- Advanced Phonics Redux Fluency VI
- Use Word Strategies: Pronouncing Multi-Syllabic Words
- Read with Expression: Dialogue and Emotion
- Dramatic Display: Fluency Game
- Introduce -ing
- Compound Word Fluency (baseball, daytime ... sunshine)
- Practice Reading with Fluency
- Reintroduce One-Minute Timed Reading
- Let's Bowl - Word Endings: Advanced Phonics Game
- Progress Monitor: DEC-AP, ORF

Assessment:

The Title I Teacher will assess students with Burst progress monitoring. Assessments will also be done daily with each student by classroom observations, participation, questions and answers throughout the lessons.