Mrs. Dittemore’s Title 1

Please be sure to check your student’s Title 1 folder. There are biweekly updates on their progress monitoring scores, as well as notes from myself about your student’s progress.

Please return anything that needs signed, and continue to have students work on their sight words.

Thank you,

Mrs. Dittemore

Title 1 Grades K, 1, 2 & 3

 **Kindergarten**

**Overview:**

Students will be working on sounding out and blending words, and regular word recognition. We will be the main focus of our Kindergarten group over the next two weeks. We will practice recognizing letter sounds, and recognizing the beginning, middle and end sounds of words.

BLENDING/ VOCABULARY,

**Objective:** Kindergarten Students will be able to work on phonological awareness to support their reading, by using their letter sound knowledge and blending.

**Standards**:

* 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.3.3 Students will orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
* 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.2.1 Students will write most uppercase and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.

**Assessment:**

Students will be assessed by the Dibels and Burst assessment tools on day 10. In addition to the progress monitoring tools, I will be observing the students’ progress daily while they are participating in classroom activities. I will use these observations to determine if any materials need readdressed or built upon.

**Monday 4/9**
Word Detectives: Sounding Out Accuracy (am, it, mat,
Sam, sat)
Simon Says: Sounding Out Accuracy
Introduce High-Frequency Irregular Words (is, the)
Use the Clues: Connected Text Accuracy
Read and Rhyme: Sounding Out Game

**Tuesday 4/10**
Sounding Out Accuracy (fat, fit, if, mat, sat)
Who's Got It? Sounding Out Accuracy (at, fit, mat, Sam,
sit)
Syllables and Sentences: Connected Text Accuracy
Introduce Consonant Blends: Connected Text Accuracy
Clap, Snap, Stomp: Connected Text Game

**Wednesday 4/11**
Word Detectives: Sounding Out Accuracy (am, at, fit…
sit)
Sounding Out Accuracy (fat, if, it, rim, Sam)
Introduce High-Frequency Irregular Words (I, was)
Truth or Tale: Connected Text Accuracy
Mix, Mix, Match: Sounding Out Game

**Thursday 4/12**
Who's Got It? Sounding Out Accuracy (fit, mat, ram, rat,
sat)
Truth or Tale: Sounding Out Accuracy
Ending Blends: Connected Text Accuracy
Syllables and Sentences: Connected Text Accuracy
Clap, Snap, Stomp: Connected Text Game

**Friday 4/13**

Who's Got It? Sounding Out Accuracy (at, it, mat, ram,
rat)
Word Detectives: Sounding Out Accuracy (am, at, fit…
sit)
Introduce High-Frequency Irregular Words (her, to)
Simon Says: Connected Text Accuracy
Read and Rhyme: Sounding Out Game]

**1st**

**Overview:** First Grade’s main focus will be decoding words by using our knowledge of letter combinations. Additionally we will be working on Reading fluency and comprehension .

**Objective:** 1st grade students will be able to decode printed words with letter combinations that require blending 3-4 phonemes into a whole word. Students will be able to answer questions in regards to short text passages. We will continue improving our reading fluency

**Standards:**

* 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

**Assessments:**

Students will be assessed by the Dibels and Burst assessment tools on day 10. In addition to the progress monitoring tools, I will be observing the students’ progress daily while they are participating in classroom activities. I will use these observations to determine if any materials need readdressed or built upon.

READING FLUENCY/ COMPREHENSION/ LETTER COMBINATIONS

**Monday 4/9**
Introduce One-Minute Timed Reading
Model Reading With Fluency
Narrative Text: Preview and Make Predictions
Guess My Punctuation Fluency Game

**Tuesday 4/10**

Strengthen Word Reading: Decoding Difficult Words
Read with Expression: Phrasing Pacing Volume
Narrative Text: Connect to the Text
Games to Play With Stories

**Wednesday 4/11**

Practice Reading with Fluency
Review One-Minute Timed Reading
Story Elements: Setting
Speed Battle: Fluency Game

**Thurday 4/12**
Reintroduce Reading for One Minute
Model Reading with Fluency
Story Elements: Character
Games to Play With Stories

**Friday 4/13**
Use Word Strategies: Pronouncing Multi-Syllabic Words
Read with Expression: Exclamatory Sentences
Narrative Text: Story Structure and Big Idea
Guess My Punctuation Fluency Game

**2nd**

Groups 5 & 6

**Overview:**

 Comprehension and Reading Fluency will be the main focus of the lessons, over the next two weeks. It is our goal to improve our reading fluency, and understanding of the different elements of literature.

**Objective:**

 2nd grade students will be able to fluently read simple passages, and answer questions pertaining to the material.

**Standards:**

* 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.SL.3.2 Students will ask questions to clarify information or deepen understanding.

**Assessment:**

Students will be assessed by the Dibels and Burst assessment tools on day 10. In addition to the progress monitoring tools, I will be observing the students’ progress daily while they are participating in classroom activities. I will use these observations to determine if any materials need readdressed or built upon.

**READING FLUENCY/ COMPREHENSION**

**Monday 4/9**
Introduce One-Minute Timed Reading
Model Reading With Fluency
Narrative Text: Set a Purpose for Reading
Guess My Punctuation Fluency Game

**Tuesday 4/10**
Strengthen Word Reading: Pronouncing Multi-Syllabic
Words
Read with Expression: Phrasing Pacing Volume
Narrative Text: Answer Literal Questions
Games to Play With Stories

**Wednesday 4/11**
Practice Reading with Fluency
Review One-Minute Timed Reading
Narrative Text: Retell a Story
Speed Battle: Fluency Game

**Thursday 4/12**
Introduce News Broadcast: One-Minute Timed Reading
Narrative Text: Make an Inference
Games to Play With Stories

**Friday 4/13**
Practice Reading Lines
Narrative Text: Essential Message/Theme
Guess My Punctuation Fluency Game

**3rd**

**Overview**: Students will be working to improve their fluency and comprehension

**Objective:** 3rd grade students will be able to apply reading strategies to improve understanding and fluency.

**Standard:**

* 3.RF.3.1 Students are expected to build upon and continue applying concepts learned previously.
* 3.RF.1 Apply foundational reading skills to build reading fluency and comprehension.
* 3.RF.4.2 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words
* 3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
* 3.RL.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* 3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
* 3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
* 3.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

**Assessment:**

 In addition to the progress monitoring tools, I will be observing the students’ progress daily while they are participating in classroom activities. I will use these observations to determine if any materials need readdressed or built upon.

**Activities**

* Reading Fluency
* Support Classroom reading
* Comprehension strategies
* Sight Word reinforcement
* IREAD preparation
* Text Evidence
* Phonics Review
* suffixes/ Prefixes
* Homophones
* Antonyms/ Synonyms
* **Monday 4/9**
Introduce One-Minute Timed Reading
Model Reading With Fluency
Narrative Text: Set a Purpose for Reading
Guess My Punctuation Fluency Game
* **Tuesday 4/10**
Strengthen Word Reading: Pronouncing Multi-Syllabic
Words
Read with Expression: Phrasing Pacing Volume
Narrative Text: Answer Literal Questions
Games to Play With Stories
* **Wednesday 4/11**
Practice Reading with Fluency
Review One-Minute Timed Reading
Narrative Text: Retell a Story
Speed Battle: Fluency Game
* **Thursday 4/12**
Introduce News Broadcast: One-Minute Timed Reading
Narrative Text: Make an Inference
Games to Play With Stories
* **Friday 4/13**
Practice Reading Lines
Narrative Text: Essential Message/Theme
Guess My Punctuation Fluency Game