Mrs. Dittemore’s Title 1

Over the past two weeks I have been working to complete testing for the students. In the folders you should see their End of Year test results, as well as their progress monitoring results for the past two weeks. In addition to the DIBELS tests, the students took a TRC test which help us understand where the students are in reading level and comprehension. You will find a paper that states whether the student has met the goal for their grade level, as well as tips and ideas that can help you work with your student over the summer. The next two weeks I plan to be working on enforcing the concepts and material that we have covered over the past several months.

Thank you,

Mrs. Dittemore

Title 1 Grades K, 1, 2 & 3

 **Kindergarten**

**Overview:**

Students will be working on sounding out and blending words, and high frequency irregular word recognition. We will practice recognizing letter sounds, and recognizing the beginning, middle and end sounds of words.

**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 5/7**

Silent Sounding Out: Sounding Out Accuracy (bit, dad, did, dog, gas) Word Detectives: Sounding Out Accuracy (back, big, but… sit) Introduce Irregular Words (hear, idea, look, so) Truth or Tale: Irregular Word Accuracy Zap!: Sounding Out Game

**Tuesday ⅝**

 Whispering: Sounding Out Accuracy (bag, bud, cub, tab, van) Who's Got It? Sounding Out Accuracy (bag, bus, dig… fast) Introduce Irregular Words (anywhere, below, move, new) Simon Says: Irregular Word Accuracy Word Bank: Irregular Words Game

**Wednesday 5/9**

 Simon Says: Sounding Out Accuracy In a Flash: Sounding Out Fluency (back, bag, bat… up) Introduce Irregular Words (could, don’t, fly, something) Riddle: Irregular Word Accuracy Sounding Out Race: Sounding Out Game

**Thursday 5/10**

 Silent Sounding Out: Sounding Out Accuracy (best, leg, lid, pen, send) Word Detectives: Sounding Out Accuracy (doll, get, if… test) Simon Says: Irregular Word Accuracy Irregular Words Fluency (anywhere, below, could … something) Pick and Play: Irregular Words Game

**Friday 5/11**

 Truth or Tale: Sounding Out Accuracy Who's Got It? Sounding Out Accuracy (best, fist, get… us) Introduce Irregular Words (both, example, follow, my) Simon Says: Irregular Word Accuracy Zap!: Sounding Out Game

**Monday 5/14**

Sounding Out Accuracy (flat, flip, glad, skid, skip) In a Flash: Sounding Out Fluency (best, bus ... test) Introduce Irregular Words (different, here, how) Riddle: Irregular Word Accuracy Word Bank: Irregular Words Game

**Tuesday 5/15**

 Silent Sounding Out: Sounding Out Accuracy (twig, twin, well, went, wet) Word Detectives: Sounding Out Accuracy (bang, best, cast… snug) Introduce Irregular Words (above, air, head, into) Simon Says: Irregular Word Accuracy Sounding Out Race: Sounding Out Game

**Wednesday 5/16**

\* Who's Got It? Sounding Out Accuracy (ball, bang, frog… well) Truth or Tale: Sounding Out Accuracy Simon Says: Irregular Word Accuracy Riddle: Irregular Word Accuracy Pick and Play: Irregular Words Game

**Thursday 5/17**

 Silent Sounding Out: Sounding Out Accuracy (crib, drag, fled, grin, skin) In a Flash: Sounding Out Fluency (back, bang, cast… will) Irregular Words Fluency (above, air, both … my) Riddle: Irregular Word Accuracy Zap!: Sounding Out Game

**Friday 5/18**

Progress Monitor: DEC-IW, NWF Choose activities from earlier lessons for review and reinforcement**.**

**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 . Students will continue to work on one minute reads, to help improve fluency and expression in reading.

**Objective:** 1st grade students will be working to improve our reading fluency in short texts. Students will also be able to give detailed summaries of stories read, to help improve our comprehension

**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

**Monday 5/7**

Introduce One-Minute Timed Reading
Model Reading With Fluency
Informational Text: Genre Introduction
Guess My Punctuation Fluency Game

**Tuesday 5/8**Strengthen Word Reading: High-Frequency Words
Read with Expression: Declarative Sentences
Informational Text: Set Learning Goals
Games to Play With Informational Texts

**Wednesday 5/9**Practice Reading with Fluency
Review One-Minute Timed Reading
Main Idea, Part 1: Introduction
Let’s Bowl: Fluency Game

**Thursday 5/10**Reintroduce Reading for One Minute
Model Reading with Fluency
Main Idea, Part 2: Analyze Repetition
Games to Play With Informational Texts

**Friday 5/11**Use Word Strategies: Pronouncing Multi-Syllabic Words
Read With Expression: Tracking Dialogue
Text Features: Introduction
Dramatic Display: Fluency Game

**Monday 5/14**Practice Reading with Fluency
Reintroduce One-Minute Timed Reading
Apply the Skills: Set Learning Goals
Games to Play With Informational Texts

**Tuesday 5/15**Reintroduce Reading for One Minute
Model Reading with Fluency
Apply the Skills: Use Text Features
Speed Battle: Fluency Game

**Wednesday 5/16**Use Word Strategies: Compound Words
Read with Expression: Exclamatory Sentences
Presentation Preparation: Research Conference
Games to Play With Informational Texts

**Thursday 5/17**Practice Reading with Fluency
Reintroduce One-Minute Timed Reading
Presentation: Research Conference
Compound Word Maker: Fluency Game

**Friday 5/18**Progress Monitor: CS-Recall, DORF
Choose activities from earlier lessons for review and reinforcement.

**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. We will be working on improving a detailed and sequential retell of stories.

**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 5/7**

Introduce One-Minute Timed Reading Model Reading With Fluency Informational Text: Genre Introduction Guess My Punctuation Fluency Game

**Tuesday 5/8**

 Strengthen Word Reading: Defining Content Words Read with Expression: Phrasing Pacing Volume Informational Text: Set Learning Goals Games to Play With Informational Texts

**Wednesday 5/9**

 Practice Reading with Fluency Review One-Minute Timed Reading Main Idea, Part 1: Introduction Speed Battle: Fluency Game

**Thursday 5/10**

 Reintroduce Reading for One Minute Model Reading with Fluency Main Idea, Part 2: Analyzing Repetition Games to Play With Informational Texts

**Friday 5/11**

 Use Word Strategies: Defining Content Words Read with Expression: Phrasing Informational Text: Text Features Dramatic Display: Fluency Game

**Monday 5/14**

 Practice Reading with Fluency Reintroduce One-Minute Timed Reading Apply the Skills: Review Learning Goals Games to Play With Informational Texts

**Tuesday 5/15**

 Reintroduce Reading for One Minute Model Reading with Fluency Apply the Skills: Main Idea and Supporting Details Speed Battle: Fluency Game

**Wednesday 5/16**

\* Use Word Strategies: Pronouncing Multi-Syllabic Words Read with Expression: Pausing for Commas Presentation Preparation: Role Play Games to Play With Informational Texts

**Thursday 5/17**

Practice Reading with Fluency Reintroduce One-Minute Timed Reading Presentation: Role Play Let’s Bowl: Fluency Game

**Friday 5/18**

 Progress Monitor: CS-Recall, DORF Choose activities from earlier lessons for review and reinforcement.

**3rd**

**Overview**: Students will be working on skills needed to improve reading

**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