

**Wilson Area School District  
Planned Course Guide**

**Title of planned course:** Reading and Language Arts Kindergarten

**Subject Area:** Reading / Language Arts

**Grade Level:** Kindergarten

**Course Description:** This course is designed for students to gain the prerequisite skills in order to build a strong foundation as emergent readers that focus on phonemic awareness, phonics, fluency, comprehension, and vocabulary.

**Time/Credit for this Course:** 1 Academic Year

**Curriculum Writing Committee:**

Erica Brodhead  
Stephanie Hicks  
Rebecca Jabier  
Alexis Jones  
Alexandra Minder  
Karen Riehl  
Laurie Shaffer

## Curriculum Map

**August:** Review Classroom Routines and Basic Social Skills

**September:** Begin Unit 1 for Skills

**October:** Finish Unit 1 / Start Unit 2

**November:** Finish Unit 2

**December:** Start Unit 3

**January:** Finish Unit 3 / Start Unit 4

**February:** Finish Unit 4 / Start Unit 5

**March:** Continue Unit 5

**April:** Finish Unit 5

**May:** Start / Finish Unit 6

**June:** Review Skills

**Wilson Area School District  
Planned Course Materials**

**Course Title:** Kindergarten Reading and Language Arts

**Textbook:** Scott Foresman Reading Street - K

**Supplemental Books:**

- Sight Word Books
- Additional Concept Books

**Websites:**

- [www.readinga-z.com](http://www.readinga-z.com)
- [www.ferr.org](http://www.ferr.org)
- [www.phonologicalawareness.org](http://www.phonologicalawareness.org)
- [www.k-3learningpages.net](http://www.k-3learningpages.net)
- [www.readingresource.net](http://www.readingresource.net)
- [www.readingrockets.org](http://www.readingrockets.org)

**Teacher Resources:**

- Step by Step
- FCRR

## Curriculum Scope & Sequence

**Planned Course:** Reading Kindergarten

**Unit:** 1

**Time frame:** Six Weeks

**State Standards:** 1.1.K.A; 1.1.K.B; 1.1.K.C; 1.1.K.D; 1.2.K.A; 1.2.K.D, 1.2.K.E, 1.3.K.C, 1.3.K.d, 1.5.K.F; 1.6.K.A, 1.6.K.B

**Essential content/objectives:** At end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Identify letter sounds
  - Blend and segment phonemes (letter-sound correspondence)
  - Recognize literacy devices – rhyme and alliteration
- **Phonics**
  - Identify letters
  - Letter naming
  - Spell words modeled in class
  - | m | & | t |
- **Fluency**
  - Identify and read high frequency words – I, am, the, little, a, & to
- **Comprehension**
  - Identify type of text - character, setting, sequence, classification, categorizing, listening comprehension
  - Understand before, during and after with strategies such as Think Alouds, retelling, summarizing, and connect to prior knowledge
  - Identify comprehension of text organization, make predictions and respond to text
  - Identify literacy elements in stories, listen and respond to others
- **Vocabulary**
  - Expand oral language through use of vocabulary including color words, words for transportation, shapes, sizes, locations and positions
- **Language Arts**
  - Create simple sentences
  - Say and write our names
  - Use and identify nouns for people, places, things and animals
  - Introduce various types of writing including but not restricted to poems, invitations and captions

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Songs, stories and poems using rhyme
  - Direct instruction using specific words and hand motions for syllables
  - Picture cards
  - Manipulative
  - Picture charts
  - Stories isolating initial sounds
  - Learning stations focusing on all PA concepts
  - Participate in small groups targeting skills
- **Phonics**
  - Letter books
  - Letter searches
  - Building letters with various items (play-doh, yarn etc.)
  - Printing with workbooks, chalk, dry erase
- **Fluency**
  - Use of decodable text for repeated reading
  - Flashcards
  - Word games
  - Letter tiles to practice high frequency words
- **Comprehension**
  - Listen to a variety of stories
  - Use puppets for retelling
  - Complete worksheets and draw pictures to show understanding on comprehension concepts
  - Answer questions orally
  - Practice in drama station
- **Vocabulary**
  - Respond orally when listening to various stories
  - Complete 2-3 step directions
- **Language Arts**
  - Sign in daily
  - Use learning centers to practice their names as well as their classmates names
  - Orally discriminate 4 types of nouns
  - Using pocket charts to sort nouns
  - Orally practice songs and poems

**Extensions:**

- Additional activities will be provided at learning stations
- Opportunities to read challenging text will be given

**Remediation:**

- Intervention groups for targeted skill groups
- Small group instruction
- Practice Decodable Readers daily
- Flashcards
- One on one direct teacher instruction

**Instructional Methods:**

- Using intervention groups students will practice until skills are mastered
- Direct Instruction
- Whole group, small group
- Model
- Practice
- Independent work
- Peer helping, group and partner work

**Materials & Resources:**

- Scott Foresman Reading Street Unit 1 Volume 1 & 2
- Phonics & Rhyme Charts
- Decodable readers
- Big Books
- Reader / Writer Notebooks
- Step by Step intervention materials
- Flash cards, picture cards
- Letter tiles
- Dry erase boards
- ABC charts
- Alphatales books
- Teacher made items for stations
- Books on tape.

**Assessments:**

- Weekly SF Comprehension / check up assessments
- Benchmark Unit assessments
- DIBELS
- Progress monitoring
- Teacher made tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading Kindergarten

**Unit:** 2

**Time frame:** Six Weeks

**State Standards:** 1.1.K.A; 1.1.K.B; 1.1.K.C; 1.1.K.D; 1.1.K.E; 1.2.K.A; 1.2.K.B, 1.2.K.C, 1.2.K.D, 1.2.K.E, 1.3.K.A, 1.2.K.B, 1.3.K.C, 1.3.K.D, 1.5.K.A, 1.5.K.B, 1.5.K.C, 1.5.K.D, 1.5.K.E, 1.5.K.F, 1.6.K.A, 1.6.K.B, 1.8.K.A, 1.8.K.B, 1.9.K.A, 1.9.K.B

**Essential content/objectives:** At end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Segment and blend Phonemes
  - Blend orally simple words
  - Recognize literary devices
  - Isolate and discriminate sounds
  - Recognize initial sounds
  - Recognize medial sounds
- **Phonics**
  - Identify letters Aa - Zz
  - Spell |a|, |s|, |p|, |c|, |i|
  - Decode words in context
  - Letter naming
  - Write words and spell correctly
- **Fluency**
  - Identify and read high frequency words is, have, we, my, like, he and for
- **Comprehension**
  - Identify facts from information text
  - Respond to works of literature
  - Record different types of genres such as poetry and fiction
  - Topic appropriate ideas and content
  - Ask appropriate questions
  - Compare and contrast
  - Realism and fantasy
  - Sequencing
- **Vocabulary**
  - Expand orally through vocabulary
  - Gain information using media and technology resources including color words, nature words, words for animal babies, words for seasons, sequence words, direction words
- **Language Arts**
  - Use illustrations and descriptive words
  - Revise with adult assistance
  - Nouns for more than one
  - Proper nouns and adjectives
  - Introduce various forms of writing such as labels, lists, notes, etc.

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Songs, stories and poems using rhyme
  - Direct instruction using specific words and hand motions for syllables
  - Picture cards
  - Manipulative
  - Picture charts
  - Stories isolating initial sounds
  - Use learning stations focusing on all PA concepts
  - Participate in small groups targeting skills
  - Direct instruction segment, blend, onset / rime, and continue with previous skills
  - Introduce to medial sounds | a | and | i | and use substitution
- **Phonics**
  - Letter books
  - Letter searches
  - Building letters with various items (play-doh, yarn etc.)
  - Printing with workbooks, chalk, dry erase
  - Letters a, s, p, c, and i
  - Use magnet letters to spell words
  - Whiteboards
  - Reading writing notebooks
- **Fluency**
  - Use of decodable text for repeated reading
  - Flashcards
  - Word games
  - Letter tiles to practice high frequency words
- **Comprehension**
  - Listen to a variety of stories
  - Use puppets for retelling
  - Complete worksheets
  - Draw pictures to show understanding on comprehension concepts
  - Answer questions orally
  - Practice in drama station
  - Relating to compare and contrast
  - Realism and fantasy
  - Sequence
- **Vocabulary**
  - Respond orally when listening to various stories
  - Complete 2-3 step directions
- **Language Arts**
  - Continue to sign in daily
  - Share writing various forms of written pieces
  - Kid writing for using descriptive words, nouns and adjectives
  - Practice skills and grammar at stations

**Extensions:**

- Additional activities will be provided at learning stations
- Opportunities to read challenging text will be given



**Remediation:**

- Intervention groups for targeted skill groups
- Small group instruction
- Practice Decodable Readers daily
- Flashcards
- One on one direct teacher instruction

**Instructional Methods:**

- Using intervention groups, practice until skills are mastered
- Direct Instruction
- Whole group, small group
- Model
- Practice
- Independent work
- Peer helping, group and partner work

**Materials & Resources:**

- Scott Foresman Reading Street Unit 2 Volume 1 & 2
- Phonics & Rhyme Charts
- Decodable readers
- Big Books
- Reader / Writer Notebooks
- Step by Step intervention materials
- Flash cards, picture cards
- Letter tiles
- Dry erase boards
- ABC charts
- Alphatales books
- Teacher made items for stations
- Books on tape.

**Assessments:**

- Weekly SF Comprehension / check up assessments
- Benchmark Unit assessments
- DIBELS
- Progress monitoring
- Teacher made tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading Kindergarten

**Unit:** 3

**Time frame:** Six Weeks

**State Standards:** 1.1.K.A; 1.1.K.B; 1.1.K.C; 1.1.K.D; 1.1.K.E, 1.2.K.A, 1.2.K.B, 1.2.K.C, 1.2.K.D, 1.2.K.E, 1.3.K.A, 1.3.K.B, 1.3.K.C, 1.3.K.D, 1.3.K.E, 1.5.K.A, 1.5.K.B, 1.5.K.C, 1.5.K.D, 1.5.K.E, 1.5.K.F, 1.6.K.A, 1.6.K.B, 1.8.K.A, 1.8.K.B, 1.9.K.A, 1.9.K.B

**Essential content/objectives:** At end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Sounds
  - Blend and segment phonemes letter sound correspondence
- **Phonics**
  - Students will identify letters
  - Letter naming
  - Spell words modeled in class, | b | , | n | , | r | , | d | , | k | , | f | , | o |
- **Fluency**
  - Identify and read high frequency words – me, with, she, see, look, they, you, of and all previously learned
- **Comprehension**
  - Compare and contrast
  - Identify plot of the story
  - Identify cause and effect relationship
  - Draw conclusions
  - Tell main idea and plot of story
  - Review previous comprehension strategies
- **Vocabulary**
  - Expand oral language through use of vocabulary including color words, action words, position words, words for feelings, words for opposites and textures
- **Language Arts**
  - Create simple sentences
  - Say and write first and last names
  - Use and identify verbs for now and the past, verbs that add –s, verbs for now and future
  - Introduce various types of writing including but not restricted to summaries, invitations, persuasive statement, and captions.

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Songs, stories and poems using rhyme
  - Direct instruction using specific words and hand motions for syllables
  - Picture cards
  - Manipulative
  - Picture charts

- Stories isolating initial sounds
- Use learning stations focusing on all PA concepts
- Participate in small groups targeting skills
- Direct instruction segment
- Blend, onset / rime and continue with previous skills
- Introduced to medial sounds | o | and substitute final sounds
- **Phonics**
  - Letter books
  - Letter searches
  - Building letters with various items (play-doh, yarn etc.)
  - Printing with workbooks, chalk, dry erase
  - Letters b, n, r, d, k, f, o
  - Use magnet letters to spell words
  - Whiteboards
  - Reading writing notebooks
- **Fluency**
  - Use of decodable text for repeated reading
  - Flashcards
  - Word games
  - Letter tiles to practice high frequency words
- **Comprehension**
  - Listen to a variety of stories
  - Use puppets for retelling
  - Complete worksheets and draw pictures to show understanding on comprehension concepts
  - Answer questions orally
  - Practice in drama station
  - Relating to compare and contrast
  - Plot
  - Cause and effect
  - Drawing conclusions
  - Main idea
- **Vocabulary**
  - Respond orally when listening to various stories
  - Complete 2-3 step directions
- **Language Arts:** Students will continue to sign in daily with first and last name. Share writing various forms of written pieces. Kid writing for using action words (verbs). Practice skills and grammar at stations daily

### Extensions

- Additional activities will be provided at learning stations
- Opportunities to read challenging text will be given

**Remediation:**

- intervention groups for targeted skill groups
- Small group instruction
- Practice Decodable Readers daily
- Flashcards
- One on one direct teacher instruction

**Instructional Methods:**

- Using intervention groups students will practice until skills are mastered
- Direct Instruction
- Whole group, small group
- Model
- Practice
- Independent work
- Peer helping, group and partner work

**Materials & Resources:**

- Scott Foresman Reading Street Unit 3 Volume 1 & 2
- Phonics & Rhyme Charts
- Decodable readers
- Big Books
- Reader / Writer Notebooks
- Step by Step intervention materials
- Flashcards, picture cards
- Letter tiles
- Dry erase boards
- ABC charts
- Alphatales books
- Teacher made items for stations
- Books on tape.

**Assessments:**

- Weekly SF Comprehension / check up assessments
- Benchmark Unit assessments
- DIBELS
- Progress monitoring
- Teacher made tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading Kindergarten

**Unit:** 4

**Time frame:** Six Weeks

**State Standards:** 1.1.K.A; 1.1.K.B; 1.1.K.C; 1.1.K.D; 1.1.K.E, 1.2.K.A, 1.2.K.B, 1.2.K.C, 1.2.K.D, 1.2.K.E, 1.3.K.A, 1.3.K.B, 1.3.K.C, 1.3.K.D, 1.5.K.A, 1.5.K.B, 1.5.K.C, 1.5.K.D, 1.5.K.E, 1.5.K.F, 1.6.K.A, 1.6.K.B, 1.8.K.A, 1.8.K.B, 1.8.K.C, 1.9.K.A, 1.9.K.B

**Essential content/objectives:** At end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Sounds |h| & |l|, consonant blends |g| & |e|
  - Blend and segment phonemes letter sound correspondence
  - Recognize literacy devices – rhyme and alliteration
- **Phonics**
  - Students will identify letters
  - Letter naming
  - Spell words modeled in class
  - |h|, |l|, |g|, & |e| with previously learned letters
  - Consonant blends
- **Fluency**
  - Identify and read high frequency words – are, that, do one, two, three, four, five, here, go, from and all previously learned
- **Comprehension**
  - Continue practice and review of all comprehension skills including sequence, cause and effect, character, classifying and categorizing and setting
- **Vocabulary**
  - Expand oral language through use of vocabulary including sequence words, words for textures, shapes, compound words, direction words and time words
- **Language Arts**
  - Create simple sentences
  - Say and write first and last names
  - Use and identify parts of a sentence
  - Use capital letter and periods
  - Use pronouns I and me
  - Introduce various types of writing including directions, poems, description, lists, informal letters and the writing process

**Core Activities:** Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Songs, stories and poems using rhyme
  - Direct instruction using specific words and hand motions for syllables
  - Picture cards
  - Manipulative
  - Picture charts
  - Stories isolating initial sounds
  - Use learning stations focusing on all PA concepts
  - Participate in small groups targeting skills
  - Direct instruction segment, blend, onset / rime, and continue with previous skills
  - Introduce medial sounds | e | and substitute final sounds
- **Phonics**
  - Letter books
  - Letter searches
  - Building letters with various items (play-doh, yarn etc.)
  - Printing with workbooks, chalk, dry erase
  - letters h, l, g, e and consonant blends
  - Use magnet letters to spell words
  - Whiteboards
  - Reading writing notebooks
- **Fluency**
  - Use of decodable text for repeated reading
  - Flashcards
  - Word games
  - Letter tiles to practice high frequency words
- **Comprehension**
  - Listen to a variety of stories
  - Use puppets for retelling
  - Complete worksheets and draw pictures to show understanding on comprehension concepts
  - Answer questions orally
  - Practice in drama station
  - Relating to sequence
  - Cause and effect
  - Character
  - Classifying
  - Categorizing and setting
- **Vocabulary**
  - Respond orally when listening to various stories
  - Complete 2-3 step directions
- **Language Arts**
  - Continue to sign in daily with first and last name
  - Share writing various forms of written pieces
  - Kid writing for using action words (verbs)
  - Practice skills and grammar at stations daily

**Extensions:**

- Additional activities will be provided at learning stations
- Opportunities to read challenging text will be given

**Remediation:**

- Intervention groups for targeted skill groups
- Small group instruction
- Practice Decodable Readers daily
- Flashcards
- One on one direct teacher instruction

**Instructional Methods:**

- Using intervention groups students will practice until skills are mastered
- Direct Instruction
- Whole group, small group
- Model, practice and independent work
- Peer helping, group and partner work

**Materials & Resources:**

- Scott Foresman Reading Street Unit 4 Volume 1 & 2
- Phonics & Rhyme Charts
- Decodable readers
- Big Books
- Reader / Writer Notebooks
- Step by Step intervention materials
- Flashcards, picture cards
- Letter tiles
- Dry erase boards
- ABC charts
- Alphatales books
- Teacher made items for stations
- Books on tape.

**Assessments:**

- Weekly SF Comprehension / check up assessments
- Benchmark Unit assessments
- DIBELS
- Progress monitoring
- Teacher made tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading Kindergarten

**Unit:** 5

**Time frame:** Six Weeks

**State Standards:** 1.1.K.; 1.2.K; 1.5.K, 1.1.K.A; 1.1.K.B; 1.1.K.C; 1.1.K.E; 1.2.K.A; 1.5.K.D; 1.5.K.F

**Essential content/objectives:** At end of the unit, students will be able to:

- **Phonological Awareness / Phonemic Awareness**
  - Produce and identify initial sounds of /j/, /w/, /u/, /v/, /z/, /y/, /kw/
  - Produce and identify ending sound /ks/, /v/, /z/
  - Produce and identify medial sound /u/
  - Substitute initial, final, and medial phonemes
  - Blend words with sounds /j/, /w/, /u/, /v/, /z/, /y/, /kw/, /ks/, /u/
- **Phonics**
  - Identify words that begin with j,w,v,z, and q /kw/
  - Identify words with the medial u and final x /ks/
  - Use sound by sound blending to read and spell new words using the listed letter sounds
- **Fluency**
  - Read decodable stories with accuracy using decoding skills and high frequency word knowledge
- **Comprehension**
  - Identify and provide oral or written examples of cause and effect, plot, and main idea
  - Provide supporting details to compare and contrast stories
  - Identify the difference between realism and fantasy
  - Draw conclusions using oral retell
- **Vocabulary**
  - Activate prior knowledge of words
  - Use in daily oral vocabulary words for transportation words, position, jobs, time, compound words, and action words
- **Language Arts**
  - Differentiate between a question and statement
  - Use correct conventions of a sentence using a capital at the beginning and end with the correct punctuation
  - Identify the noun, verb, and preposition in each sentence



**Core Activities:** Students will complete/participate in the following:

- **Phonological Awareness / Phonemic Awareness**
  - Songs, stories and poems using rhyme
  - Direct instruction using specific words and hand motions for syllables
  - Picture cards
  - Manipulative
  - Picture charts
  - Stories isolating initial sounds
  - Use learning stations focusing on all PA concepts
  - Participate in small groups targeting skills
  - Direct instruction segment, blend, onset / rime, and continue with previous skills
  - Introduce medial sounds | u | and substitute final sounds
- **Phonics**
  - Daily letter sound practice
  - Small group practice
  - Independent center practice focusing daily and weekly targeted skill and sound
- **Fluency**
  - Repeated daily practice of high frequency words using flashcards, bingo games and center practice
  - Read Decodable Practice Readers in groups and pairs
- **Comprehension**
  - Use sequencing cards to identify the plot of stories
  - Use drawing and writing to draw conclusions
  - Compare and contrast stories
- **Vocabulary**
  - Use vocabulary cards
  - Practice through oral language activities
- **Language Arts**
  - Daily writing practice using learning centers, small group instruction, whiteboards
  - Daily fix-it lessons
  - Creative writing practice

**Extensions:**

- Additional high frequency words will be provided
- Higher level reading materials will be provided with supplemental response to literature activities to build fluency and increase comprehension

**Remediation:**

- Intervention groups for targeted skill groups
- Small group instruction
- Practice Decodable Readers daily
- Flashcards
- One on one direct teacher instruction

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion
- Intervention groups
- Independent center practice

**Materials & Resources:**

- Scott Foresman Reading Street Grade K Unit 5 volumes 1 and 2
- Practice Decodable Readers
- Leveled reading books
- Various trade books
- Vocabulary cards
- Letter tiles
- DIBELS intervention kits
- Various teacher made items

**Assessments:**

- DIBELS
- Placement test
- Weekly screeners
- End of unit test
- Teacher observation check list
- Student portfolios

## Curriculum Scope & Sequence

**Planned Course:** Reading Kindergarten

**Unit:** 6

**Time frame:** Six Weeks

**State Standards:** 1.1.K.; 1.2.K; 1.3.K; 1.5.K, 1.1.K.A; 1.1.K.B; 1.1.K.C; 1.1.1.K.D; 1.1.K.E; 1.2.K.A; 1.3.K.A; 1.3.K.B; 1.3.K.C; 1.3.K.D; 1.5.K.D; 1.5.K.F

**Essential content/objectives:** At end of the unit, students will be able to:

- **Phonological Awareness / Phonemic Awareness**
  - Produce and identify initial sounds of /a/, /i/, /o/, /e/, /u/
  - Produce and identify medial sound /a/, /i/, /o/, /e/, /u/
  - Substitute initial, final, and medial phonemes
  - Discriminate different initial, final, and medial phonemes
  - Blend words given specific phonemes
- **Phonics**
  - Identify words that begin with the short vowels /a/, /e/, /i/, /o/, /u/
  - Identify and compare the medial short vowel sounds of words
  - Segment words into individual sounds
  - Use sound by sound blending to decode new words
- **Fluency**
  - Read decodable stories and leveled readers with accuracy using decoding skills and high frequency word knowledge
- **Comprehension**
  - Identify and provide oral or written examples of setting, plot, and characters of a story
  - Orally provide examples of their understanding of main idea, drawing conclusions, and the main idea of a story
- **Vocabulary**
  - Activate prior knowledge of weekly Amazing words and use in daily oral vocabulary routines
  - Identify words for location, action, feelings, compound words, and bugs and will use in daily writing skills
- **Language Arts**
  - Differentiate between a question, statement and exclamatory sentence
  - Use correct conventions of a sentence using a capital letter at the beginning and end with the correct punctuation
  - Identify the noun, verb, and preposition in each sentence

**Core Activities:** Students will complete/participate in the following:

- **Phonological Awareness / Phonemic Awareness**
  - Songs, stories and poems using rhyme
  - Direct instruction using specific words and hand motions for syllables
  - Picture cards
  - Manipulative
  - Picture charts
  - Stories isolating initial sounds
  - Use learning stations focusing on all PA concepts
  - Participate in small groups targeting skills
  - Direct instruction segment, blend, onset / rime, and continue with previous skills
- **Phonics**
  - Daily letter sound practice
  - Small group practice
  - Independent center practice focusing daily and weekly targeted skill and sound
- **Fluency**
  - Repeated daily practice of high frequency words using flashcards, bingo games and center practice
  - Read Decodable Practice Readers in groups and pairs
- **Comprehension**
  - Use sequencing cards to identify the plot of stories
  - Use drawing and writing to draw conclusions and compare and contrast stories
- **Vocabulary**
  - Use vocabulary cards
  - Practice through oral language activities
- **Language Arts**
  - Daily writing practice using learning centers, small group instruction, whiteboards
  - Daily fix-it lessons
  - Creative writing practice

**Extensions:**

- Additional high frequency words will be provided
- Higher level reading materials will be provided with supplemental response to literature activities to build fluency and increase comprehension.

**Remediation:**

- Intervention groups for targeted skill groups
- Small group instruction
- Practice Decodable Readers daily
- Flashcards
- One on one direct teacher instruction

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion
- Intervention groups
- Independent center practice

**Materials & Resources:**

- Scott Foresman Reading Street Grade K Unit 5 volumes 1 and 2
- Practice Decodable Readers
- Leveled reading books
- Various trade books
- Vocabulary cards
- Letter tiles
- DIBELS intervention kits
- Various teacher made items

**Assessments:**

- DIBELS
- Placement test
- Weekly screeners
- End of unit test
- Teacher observation check list
- Student portfolios