

# Crossroads Elementary

RTA Plans using Leveled Literacy Intervention  
 Week: August 19-23, 2019

Teacher(s): Kristee Shepherd

Planning	9:00-9:20		<b>Assessment:</b> anecdotal observation Reading Record
Third WIN	9:20-9:50	<p><b>Objective:</b> I can read books and talk about what I read. I can break words apart to figure out unknown words.</p> <p><b>Standard(s):</b> RF.3.3 Know and apply grade level phonics and word analysis skills in decoding words. RF.3.4 Read with sufficient accuracy and fluency to support comprehension</p> <p><b>Vocabulary:</b> fluency, accuracy, comprehension, phonics</p> <p><b>Activities/Strategies:</b> LLI Lessons: Blue Level I Lessons 61-64 and Blue Level G Lessons 47-50. Students will read three new books on instructional level, fiction/nonfiction, and word work with patterns in words to help read/spell other words. Students will add new sight words to sight word box. Interactive and independent writing practice about books read.</p>	<b>Assessment:</b> anecdotal observation Reading Record
Kindergarten	9:50-11:00	<p><b>Objective:</b> I can identify letter sounds/combinations.</p> <p><b>Standard(s):</b> RF.K.1d Recognize and name all upper and lowercase letters of the alphabet.</p> <p><b>Vocabulary:</b> fluency, accuracy, comprehension, phonics</p> <p><b>Activities/Strategies:</b> Students will identify letters and the sounds they make through games, writing and verbal practice.</p>	<b>Assessment:</b> anecdotal observation Reading Record
Lunch	11:00-11:30		
Second Grade WIN	11:30-12:00	<p><b>Objective:</b> I can read books and talk about what I read. I can break words apart to figure out unknown words.</p> <p><b>Standard(s):</b> RF.3.3 Know and apply grade level phonics and word analysis skills in decoding words. RF.3.4 Read with sufficient accuracy and fluency to support comprehension</p> <p><b>Vocabulary:</b> fluency, accuracy, comprehension, phonics</p> <p><b>Activities/Strategies:</b> LLI Lessons: Blue Level C Lessons 1-4. Students will read three new books on instructional level, fiction/nonfiction, and word work with patterns in words to help read/spell other words. Students will add new sight words to sight word box. Interactive and independent writing practice about books read.</p>	<b>Assessment:</b> anecdotal observation Reading Record
First Grade	12:00-12:20	Reading Collaboration with first grade team.	
First Grade WIN	12:20-12:50	<p><b>Objective:</b> I can identify letter sounds/combinations. I can read sight words. I can read books and talk about what I read. I can break words apart to figure out unknown words.</p>	

		<p><b>Standard(s):</b> RF.1.4a Read grade level texts with purpose and understanding. RF.1.4b Orally read grade level text fluently on successive readings. RF.1.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary. RF.1.3g Recognize and read grade appropriate irregularly spelled words.</p> <p><b>Vocabulary:</b> fluency, accuracy, comprehension, phonics</p> <p><b>Activities/Strategies:</b> LLI Lessons: Green Level A 11,12,13,14. Students will read three new books on instructional level, work on rhyming words, letters/sounds, beginning sounds and word work with magnetic letters. Students will add new sight words to his/her sight word box. Interactive and independent writing practice about books read.</p>	
<b>Planning</b>	12:50-1:20		
<b>Kindergarten</b>	1:20-2:00	<p><b>Objective:</b> I can identify letter sounds/combinations.</p> <p><b>Standard(s):</b> RF.K.1d Recognize and name all upper and lowercase letters of the alphabet.</p> <p><b>Vocabulary:</b> fluency, accuracy, comprehension, phonics</p> <p><b>Activities/Strategies:</b> Students will identify letters and the sounds they make through games, writing and verbal practice.</p>	<p><b>Assessment:</b></p> <p>anecdotal observation</p> <p>Reading Record</p>
<b>First Grade</b>	2:00-3:00	Reading Collaboration with first grade team.	<p><b>Assessment:</b></p> <p>anecdotal observation</p> <p>Reading Record</p>

<b>First Grade</b>	3:00-3:40	Reading Collaboration with first grade team.	<p><b>Assessment:</b></p> <p>anecdotal observation</p> <p>Reading Record</p>
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