

Crossroads Elementary

RTA Plans using Leveled Literacy Intervention
 Week: February 17-21, 2020

Teacher(s): Kristee Shepherd

Planning	9:00-9:20		Assessment: anecdotal observation Reading Record
Third WIN	9:20-9:50	<p>Objective: I can read books and talk about what I read. I can break words apart to figure out unknown words.</p> <p>Standard(s): 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>Vocabulary: fluency, accuracy, comprehension, phonics</p> <p>Activities/Strategies: LLI Lessons: Blue Level K Lessons 87, 89 and Level H Blue Lesson 59, 60 . 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>	Assessment: anecdotal observation Reading Record
Kindergarten	9:50-11:00	<p>Objective: I can identify letter sounds/combinations.</p> <p>Standard(s): RF.K.1d Recognize and name all upper and lowercase letters of the alphabet. RF.K.1a Follow words from left to right, top to bottom, and page by page. RF.K.3a Demonstrate basic knowledge of one-to one letter sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>Vocabulary: fluency, accuracy, comprehension, phonics</p> <p>Activities/Strategies: Students will identify letters and the sounds they make through games, writing and verbal practice. LLI Lessons: Orange Level A/B 32, 33. Students will listen to a story and practice pointing at words in a left to right direction.</p>	Assessment: anecdotal observation Reading Record
Lunch	11:00-11:30		
Second Grade WIN	11:30-12:00	<p>Objective: I can read books and talk about what I read. I can break words apart to figure out unknown words.</p> <p>Standard(s): 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>Vocabulary: fluency, accuracy, comprehension, phonics</p> <p>Activities/Strategies: LLI Lessons: Blue Level E Lessons 31,33 and Lesson F/G 35, 41. 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>	Assessment: anecdotal observation Reading Record
First Grade	12:00-12:20	Reading Collaboration with first grade team.	
First Grade WIN	12:20-12:50	<p>Objective: 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>Standard(s): 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>Vocabulary: fluency, accuracy, comprehension, phonics</p> <p>Activities/Strategies: Activities/Strategies: LLI Lessons: Orange Level C 65-68. 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>	
Planning	12:50-1:20		
Kindergarten	1:20-2:00	<p>Objective: I can identify letter sounds/combinations.</p> <p>Standard(s): RF.K.1d Recognize and name all upper and lowercase letters of the alphabet. RF.K.3a Demonstrate basic knowledge of one-to one letter sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>Vocabulary: fluency, accuracy, comprehension, phonics</p> <p>Activities/Strategies: Activities/Strategies: Students will identify letters and the sounds they make through games, writing and verbal practice.</p>	<p>Assessment:</p> <p>anecdotal observation</p> <p>Reading Record</p>
First Grade	2:00-3:00	<p>Objective: 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>Standard(s): 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>Vocabulary: fluency, accuracy, comprehension, phonics</p> <p>Activities/Strategies: Activities/Strategies: LLI Lessons: Green Level Lesson 46-48, 67-69,75-79, Blue 81. 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>	<p>Assessment:</p> <p>anecdotal observation</p> <p>Reading Record</p>

First Grade	3:00-3:40	<p>Objective: 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>Standard(s): 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>Vocabulary: fluency, accuracy, comprehension, phonics</p> <p>Activities/Strategies: Activities/Strategies: LLI Lessons: Orange Level C 65-68. 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>	<p>Assessment:</p> <p>anecdotal observation</p> <p>Reading Record</p>
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