Taylors Elementary School
Expecting Excellence in Achievement, Actions and Attitudes
2010-2011 Response to Intervention Pacing Guide
Lisa Owen, RtI Intervention Teacher

Response to Intervention (RtI) Goal

The overall goal of RtI Soar to Success is to accelerate children's reading ability by increasing their ability to use phonics skills in order to improve their reading fluency and their comprehension. Appropriate, reading tools and strategies are taught so that children can be come independent and successful readers on or above grade level. The goal of RtI Number Worlds is to accelerate the student's ability to identify and work with number in counting, addition and subtraction so that those skills are at the level of automaticity.

Daily Schedule

Small groups will come to room 108 at the following times:

8:10 – 8:50	8:55 – 9:30	9:30 – 10:00	10:15 – 10:55	11:00 – 11:40	12:30 – 1:10	1:45 – 2:15
1st Grade Soar to Success	2nd Grade Soar to Success	1st Grade Number Worlds	1st Grade Soar to Success	1st Grade Soar to Success	1st Grade Soar to Success	1st Grade Number Worlds

Units of Instruction Aligned with Standards

The SOAR to SUCCESS curriculum published by Houghton-Mifflin will be used for instruction. There are 30 literature selections that include both a fiction and a non-fiction story for students. Each lesson is composed of the following components: Revisiting, Teaching, Reading and Responding.   The descriptions and rationale for each are described below.

Reading

- Children read alone or with a partner from familiar books.
- Teacher works with individual children to take a retelling, conduct oral reading checks, or coach their reading.
- The purpose is to build fluency, develop comprehension and to develop the connection between learning to read and independent reading.

Teaching

- Teacher directs lesson on letter names, phonemic awareness, phonics and high-frequency words.
- The purpose is to develop reading skills for decoding and to develop fluency with high-frequency words.

Reading

- Teacher introduces the selection with a Guided Preview.
- Teacher introduces story words and the prediction strategy for reading.
- Teacher and students read the stories.

- The purpose is to develop reading strategies to build comprehension and independent reading skills, to develop vocabulary to support decoding, to develop students' ability to construct meaning, and to develop fluency in reading.

Responding
- Teacher introduces the reading strategies of summarize, clarify/phonics and question.
- The purpose is to develop comprehension and reading strategies for students to become independent readers and to practice letter names, phonemic awareness and decoding skills.

The State standards for First Grade English/Language Arts are used.

READING: Understanding and Using Literary Texts

Standard 1-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

1-1.1   Summarize the main idea and supporting evidence in literary text during classroom discussion.

1-1.2   Use pictures and words to make and revise predictions about a given literary text.

1-1.3   Analyze a narrative text to determine the narrator.

1-1.4   Find an example of sound devices (including onomatopoeia and alliteration) in texts read aloud.

1-1.5   Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.

1-1.6   Explain how elements of author's craft (for example, word choice) affect the meaning of a given literary text.

1-1.7   Use relevant details in summarizing stories read aloud.

1-1.8   Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).

1-1.9   Classify a text as either fiction or nonfiction.

1-1.10   Explain cause-and-effect relationships presented in literary text.

1-1.11   Read independently for extended periods of time for pleasure.

READING: Understanding and Using Informational Texts

Standard 1-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

1-2.1   Summarize the central idea and supporting evidence in an informational text during classroom discussion.

1-2.2   Analyze informational texts to draw conclusions and make inferences during classroom discussions.

1-2.3   Distinguish between facts and opinions.

1-2.4   Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).

1-2.5   Understand that headings, subheadings, and print styles (for example, italics, bold, larger type) provide information to the reader.

1-2.6   Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information.

1-2.7   Use functional text features (including tables of contents).

1-2.8   Explain cause-and-effect relationships presented in informational texts.

1-2.9   Read independently for extended periods of time to gain information.

READING: Learning to Read

Standard 1-3 The student will learn to read by applying appropriate skills and strategies.

ORAL LANGUAGE ACQUISITION AND VOCABULARY DEVELOPMENT

1-3.1   Use pictures, context, and letter-sound relationships to read unfamiliar words.

1-3.2   Identify base words and their inflectional endings (including -s, -es, -ing, -ed, -er, -est).

1-3.3   Use vocabulary acquired from a variety of sources (including conversations, texts read aloud, and the media).

1-3.4   Recognize high-frequency words encountered in texts

1-3.5   Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).

1-3.6   Use structural analysis to determine meaning of compound words and contractions.

FLUENCY

1-3.7   Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently.

1-3.8   Use appropriate voice level and intonation when speaking and reading aloud.

PHONEMIC AWARENESS

1-3.9   Create rhyming words in response to an oral prompt.

1-3.10   Create words by orally adding, deleting, or changing sounds.

1-3.11   Use blending to generate words orally.

PHONICS

1-3.12   Use onsets and rimes to decode and generate words.

1-3.13   Use knowledge of letter names and their corresponding sounds to spell words independently.

1-3.14   Organize a series of words by alphabetizing to the first letter.

1-3.15   Identify beginning, middle, and ending sounds in single-syllable words.

1-3.16   Classify words by categories (for example, beginning and ending sounds).

1-3.17   Use blending to read.

1-3.18   Spell three- and four-letter short-vowel words and high-frequency words correctly

1-3.19   Use known words to spell new words

ORAL LANGUAGE ACQUISITION AND COMPREHENSION DEVELOPMENT

1-3.20   Use pictures and words to construct meaning.

1-3.21   Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos).

CONCEPTS ABOUT PRINT

1-3.22   Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator).

1-3.23   Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page.

1-3.24   Distinguish among letters, words, and sentences.

WRITING: Developing Written Communications

Standard 1-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

1-4.1   Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).

1-4.2   Use simple sentences in writing.

1-4.3   Use pictures, letters, or words to tell a story from beginning to end.

1-4.4   Use grammatical conventions of written Standard American English, including:

personal pronouns	common and proper nouns	singular and plural nouns	conjunctions (*and, but, or*)

1-4.5   Revise for word choice and simple sentence structure in written works

1-4.6   Edit for the correct use of written Standard American English including:

capitalization	punctuation	spelling
• first word of a sentence • names of people • pronoun *I*	• periods • exclamation points • question marks	• high-frequency words • three- and four-letter short-vowel words

1-4.7   Use appropriate spacing between words.

1-4.8   Use appropriate word formation by writing from left to right the letters that spell a word.

1-4.9   Identify sounds orally and in writing by segmenting words.

WRITING: Producing Written Communications in a Variety of Forms

Standard 1-5 The student will write for a variety of purposes and audiences.

1-5.1   Create written communications (for example, thank you notes) for a specific audience.

1-5.2   Create narratives (for example, stories and journal entries) about people, places, actions, or things.

1-5.3   Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses.

1-5.4   Create written pieces (for example, simple rhymes and poems) to entertain others.

RESEARCHING: Applying the Skills of Inquiry and Oral Communication

Standard 1-6 The student will access and use information from a variety of sources.

1-6.1   Generate *how* and *why* questions about a topic of interest.

1-6.2   Use print sources of information (for example, books, newspapers, pictures, charts, and graphs) and nonprint sources to access information.

1-6.3   Create categories (for example, plants and animals) to classify information.

1-6.4   Use the Internet with the aid of a teacher.

1-6.5   Use complete sentences when orally presenting information.

1-6.6   Follow one- and two-step oral directions.

The Number Worlds curriculum published by McGraw-Hill will be used for instruction with students being served for math RtI. There are 30 weeks of sequential lessons that include the following components: **Warm-up, Engage, Reflect, Assess**. **Warm-up** exercises provide cumulative review and computation practice for students to help students prepare for concepts they will need during the Engage portion. **Engage** is the portion where teaching takes place with a variety of activities including guided discussion, skill building, game demonstrations and strategy building activities. **Reflect** is that portion of the lesson that offers ways to help students summarize and reflect on their understanding of lesson concepts.   Assess offers both informal and formal methods to summarize and analyze evidence of student understanding and planning for future lessons.

Assessment/Evaluation of Student Progress

The *AIMSweb Test of Early Literacy and Reading-Curriculum Based Measure* will be used to screen all first grade students in the fall, winter and spring of the year. For students in the program, SOAR to Success Benchmark Assessments will be administered every 3 weeks and entered into an excel spreadsheet. If students are not successful with these Benchmark Assessments, additional AIMS Web Progress Monitoring will be used to chart progress. Students in Number Worlds are formally assessed every 10 days using the progress monitoring probes for AIMS Web Early Numeracy.

Student Records

The interventionist will maintain a file of *AIMSweb Test of Early Literacy* for each first grade class. She will maintain a file of Benchmark Assessment data for each student and Aims Web Progress Monitoring data as needed. Each student will maintain an attendance calendar.

Home/School Connections

Parents will be provided with suggestions for in-home support correlating to learner standards and school activities on the teacher's website. AIMSweb results and progress monitoring information will be shared with parents at conferences held by the classroom teacher at the end of the first reporting period. At the 2nd to 4th reporting periods, a report will be sent home showing progress on Progress Monitoring with Aims Web. Communication logs will be sent with students in SOAR to Success after each Benchmark Assessment. The teacher will develop a reading incentive program for students to take home developmentally appropriate books to read with their parents. Letters will be sent home to explain procedures.

Attendance and Tardy Policies

Every learning day is important. Regular prompt attendance helps children build a lifetime of good school habits. Families will be contacted when attendance or late arrival falls below 85% and/or impedes student learning.

<u>Building Responsible and Respectful Behavior</u>
Our goals are to build self-discipline, respect for others, and develop individual responsibility through the school's *Topcat Lifesaver* program. Clear and consistent expectations and routines provide a framework for responsible student behavior.

<p align="center">Classroom Rules</p>

1. I will come to RtI ready to learn.
2. I will listen to instructions from the teacher.
3. I will follow directions the first time.
4. I will do my personal best everyday in small group.

<u>Communication with Parents</u>

Parents will be contacted throughout the school year and are encouraged to contact the teacher or Mrs. Owen if a concern arises. Mrs. Owen will provide contact information on all correspondence and encourage parents to call or e-mail with questions or concerns.