



Grade: Kindergarten

Essential Standards:

- Recognize and name all upper- and lowercase letters of the alphabet.
- Demonstrate basic knowledge of one to one by producing the primary sound of many of the most frequent sounds for each consonant.

Timeline: In January, we will reassess with upper and lower for ID and upper case/lower case for sound

Student Friendly Learning Targets:

"I Can Statements":

1. I can recognize upper and lowercase letters.
2. I can name the upper and lowercase letters.
3. I can make the sounds for upper and lowercase letters.

Learning Targets

1. Name and recognize all upper and lower case letters
2. Produce the sounds for upper and lower case letters

Common Formative Assessments:

September-

- assess all lowercase id one week and assess all lowercase sounds the following week (all lowercase id/sound will be assessed in a 2 week period)
- Assess using [TCRWP Letter ID and Letter Sound](#)
- [Teachers will assess the first 7 letters explicitly taught in Foundations](#) (t, b, f, m, n, i, u) the week of 9/20-9/23 Thursday to discuss at Friday grade level meeting (9/24) using [standard letter cards](#) to decide what universal instruction might need to be revisited and what our entrance ticket into tier 2 intervention will be.

October- Set 2 of CFA, (t, b, f, m, n, i, u, p, j, e, r, d, s, a, g, c, o)

[Data entry form](#)

November-

December-

We will be using the district letter ID/letter sound assessment.

Targeted Intervention

Tier 1:

Handwriting:

- letter formation practice using Handwriting WithoutTears Chalkboards
- double dose with an adult going through cards with letter-keyword-sound (ensure adults are producing sounds correctly; additional training may be necessary) and the standard print letters (with keyword sounds)
- small group instruction during literacy time (best practices will be shared during RTI meetings on Mondays)
- WIDA: incorporate cultural background, family day to day life when practicing letters/sounds.

Foundations/Phonics

-Morning Message Exit tickets to Reader's Workshop

- What rhymes with ____?
- What is the longest/shortest sentence?
- Which word has the most/least amount of letters?
- What letters do you see? Can you find the letters: __, _
- Let's tap out these mystery words! (use only letters they know, no glued sounds etc.)
- What words start with the sound /b/ etc.?

Notes:

Universal Instruction:

- Follow Foundations Unit 1 text
- Define "recognize" as seeing and knowing what something is right away (provide example: I see a dog and I recognize that it is a dog right away).

In September, students were screened with TCRWP Letter ID/Sound assessment for lowercase letters.

We will use the TCRWP letter ID/Sound assessment each time we assess (ID one week/sounds the following week)

-Exit tickets:

- Trick words at the door (tap and say)
- If student does not know trick word, have student name all the letters and tell them the trick word. Have student repeat after you.
- Standard letters on ring

Heggerty/Phonemic Awareness

-Use baby echo on one finger (call this time of day, "Baby Echo Games")

Tier 2:

- pull out or push in small groups during WIN time
- tier 2 services also offered during other times during the day if students are receiving other services during WIN time (ELL, SPED etc.)
- Literacy centers

Reading Print Concepts

-1:1 correspondence with My letter books

Month	Entry	Exit	Skill
September	Students who are not accessing first instruction (based on teacher data of first 7 letters/sounds)	56 letter ID 26 sounds	K Teachers assessing every 7 new letters taught Data due: *9/24 (t, b, f, m, n, i, u) *10/29 (p, j, e, r, d, s, a, g, c, o), *12/3 (all letters)
October			
November			



Grade: **Kindergarten**

Essential Standard: Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words

Timeline: January-April

Unit 2 Assessment: by February 12th

Unit 3 Assessment: by March 26th

Student Friendly Learning Targets:

"I Can Statements":

1. I can identify and say the beginning sound in *CVC* words.
2. I can identify and say the final sound in *CVC* words.
3. I can identify and say the middle vowel sound in *CVC* words.

Learning Targets:

1. Students will be able to isolate and pronounce the initial sound in *CVC* words.
2. Students will be able to isolate and pronounce the final sound in *CVC* words.
3. Students will be able to isolate and pronounce the medial vowel sound in *CVC* words.

Common Formative Assessments:

Foundations Unit 2 Assessment: (February 12th)

-Read *CVC* words (10 words)

Proficient: 8/10

Foundations Unit 3 Assessment: (March 26th)

-tap and read words (5 words)

Proficient: 4/5

-segment word into sounds (10 words)

Proficient: 8/10

-tap and spell with magnet letters (5 words)

Proficient: 4/5

Targeted Intervention

Tier 1:

Small groups in classroom (WIN time), warm up during reading groups

Tier 2:

January: Students identified who still have gaps in letter sounds.

February: After February 12th, will be able to form groups using data on this standard.



Grade: Kindergarten
 Essential Standard: Write all lowercase letters efficiently.

Timeline: December-June

- September-November: universal practice with letters taught in Foundations Unit 1 and extra fine motor practice
- December: targeted universal practice with skyline letters (t, b, f, l, h, k) with a summative assessment on **Dec. 20** (can be given whole class, small groups, or 1:1)
- January: targeted universal practice with plane line letters (n, m, , i, u, r, p, j) with a summative assessment on ???
- February: targeted universal practice with round plane line letters (c, o, a, g, d, s, q, e) with a summative assessment on ???
- March: targeted universal practice with plane line slant letters (v, w, y, x, z) with a summative assessment on ???
- April: give summative assessment for all letters????
- May-June: WIN groups or writing letters based on the sound given????

Student Friendly Learning Targets:

"I Can Statements":

1. I can write lowercase letters
2. I can
3. I can

Learning Targets

1. I can write lowercase letters

Common Formative Assessments:

- [Alphabetical Order letters with lines](#) (adapted from first grade Foundations handwriting assessment)
- All assessments have a dot/star to indicate where the letter begins
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Targeted Intervention

Tier 1:

- All universal letter formation is using Foundations Language
- Fine motor practice: playdough protocol from Sensational Classrooms: A Handbook for Integrating Sensory Principles into the Preschool Environment; scissors, beads, picking up and moving small items (gluing etc), lacing etc.
- Teaching pencil grip (1, 2m, pinch (Melanie Pope: OT))

- Sensory letter formation (playdough, shaving cream, sandtray, textured letters, wiki sticks etc.)
- Small group: Chalkboards with handwriting without tears protocol (teacher writes letter in chalk, student sponges letter, dries letter, and rewrites letter in chalk, sponges again, dries again.) But using Foundations Language.
- Tracing and writing dry erase letters (with beginning dot scaffolding) as an exit ticket.

Tier 2: