

<p>Learning Goal What do you want students to know and be able to do?</p> <p>Specific Measurable Appropriate Realistic Time Limited</p>	<p>STANDARDS: What do you want students to know and be able to do? <i>Points to consider:</i> Is the goal ambitious, yet realistic, for the grade level?</p> <hr/> <p>Big Idea: To build foundational reading skills in first grade intervention students.</p> <p>Standard(s):</p> <p>RSF 1.3 Know and apply grade-level phonics and word analysis skills in decoding and blending words with automaticity.</p> <p>RSF 1.3 a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RSF 1.3 b. Decode regularly spelled one-syllable words.</p> <p>RSF 1.3 c. Know final e and common vowel team conventions for representing long vowel sounds.</p> <p>Student Learning Goal: 75% of first grade students receiving intervention under the direction of the reading coach will reach the expected learning target in basic phonics skills as measured by DIBELS Nonsense Word Fluency. The focus will be on letter sounds, blending and fluency.</p> <p>Time Span for SLO Cycle: September - January and January - May</p>
<p>Assessment How will you evaluate each student's understanding and achievement?</p>	<p>Starting Point: How will you evaluate each student's depth of understanding and achievement before the instruction?</p> <p>DIBELS will be used as the assessment using nonsense word fluency to determine baseline learning targets.</p> <hr/> <p>Progress monitoring: How will you evaluate each student's depth of understanding and achievement during instruction?</p> <p>Intensive students will be monitored using DIBELS nonsense word fluency at least every 10 instructional school days or as directed by the district.</p>

Expected Targets: How will you evaluate each student's depth of understanding at the conclusion? What are various ways students may demonstrate their understanding and achievement?

Learning Target(s) Correct Letter Sounds September - January

Level	Baseline Data	Expected Target(s) JANUARY	Outcome Data
Proficient (1 Whole Word Read 27 Correct letter sounds)		WWR=8 CLS=43+	
Approaching Proficient (23-26 CLS)		WWR=6, 7 CLS=38-42	
Below Proficient (18- 22 CLS)		WWR=3, 4, 5 CLS=33-37	
Well Below Proficient (0 -17 CLS)		WWR=1-2 CLS=0-32	

Learning Target(s) Whole Words Read January - May

Level	Baseline Data	Expected Target(s) MAY	Outcome Data
Proficient (WWR=8 CLS=43+)		WWR=13+ CLS= 58+	

	Approaching Proficient (WWR=6, 7 CLS=38-42)		WWR =10-12 CLS = 53-57	
	Below Proficient (WWR=3, 4, 5 CLS=33-37)		WWR =6-9 CLS = 47-52	
	Well Below Proficient (WWR=1-2 CLS=0-32)		WWR = 2-5 CLS = 0-46	

Curriculum & Instruction What learning experiences and teaching strategies best promote understanding and achievement? Consider: <ul style="list-style-type: none"> whole group small group partner individual collaborative experiences 	Describe the instructional strategies you will use to achieve the desired outcome. <i>Points to consider: As you integrate multiple standards, how are you using a variety of experiences and incorporating diverse resources, media and formats to support student learning?</i> <ul style="list-style-type: none"> Students will be given the DIBELS benchmark assessment three times per year. Lessons will include letter recognition, letter sounds, and blending cvc words and cvce words. Students will receive small group instruction with reading coach or para-professional under the direction of reading coach. Reading coach will provide training and monitoring of preferred practices for para-professionals providing intervention groups. Students will receive additional Tier 1 classroom support.
	How will you ensure productive collaborative learning experiences that promote both individual and group engagement and accountability? <i>Points to consider: How will you ensure that all students develop a deep understanding of the desired outcome(s) and increase their abilities to apply and extend knowledge in meaningful ways?</i> Students will receive small group, partner and individual learning experiences reading cvc and cvcv words with automaticity.

Differentiation How will you respond to differing levels of	How will you provide additional instructional support for students who don't understand? Re-teach and practice the target skills using a variety of methods.
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<p>understanding and achievement throughout the learning cycle?</p>	<p>How will you extend or deepen learning for students who are already proficient?</p> <ul style="list-style-type: none"> • Students will receive instruction and practice of cvc words, in sentences, and whole text passages. • Students will learn to discriminate and read cvc and cvce patterns. • Scaffold reading words with additional vowel patterns.
<p>Reflection and Data Analysis How will evidence of student understanding and achievement be used to drive instructional decisions?</p>	<p>Based on your SLO data</p>
	<p>What conclusions can you draw about your instruction and what refinements would you make for future instruction of this concept?</p>
	<p>What does your SLO data tell you about each subgroup (low, average, high) and their achievement and growth?</p>
<p>What changes could be made to your instructional practice to address the needs of all (low, average, high) students?</p>	