Grade 1 Spectrum Reading Curriculum

The Spectrum Grade One curriculum is divided into the lessons and content learning listed in the Learning Goals Performance Objectives listed below

Box 1: Class Description

This year-long course covers the **Grade One Reading** content noted below. Weekly certificated contact will be completed through direct personal contact with an HQ/certificated teacher in an on-site HC class. At least one state standard will be covered in this course.

Box 2: Learning Materials

The curriculum: Grade One Spectrum Reading, books, supplies, materials, web-sites, and other sources used for this course are:

Box 3: Learning Goals/Performance Objectives

September:

Little Duck	page 2
Mama Duck	4
Wiggle---Waddle	6
Dinnertime	8
Fish Is Not Dinner	10
Make Way for Ducklings	12

October:

A Feast	Page 14
Bread Crumbs	16
Little Duckling?	18
Quack, Quack, Quack	20
Brrr!	22
New Friend	24
Snails Away!	26

November:

Little Duck and Matilda Go to the Farm	Page 28
Duck Soup	30
Little Duck Dives	32
What to Do with a Penny	34
Make a Wish, Little Duck	36
Little Duck Is Scared	38

December:

Little Duck Tries	Page 40
Little Duck and Matilda Fly	42
A Cloud	44
Little Duck Soars	46
Carolyn Dreams of a Pet	50

January

Carolyn Talks to Her Mom	Page 52
Time for a Pet	54
Knock Knock	56
I Promise	58
Yes or No?	60
A Real Pet	62
Today a Pet	64

February

Two Good Things	Page 66
The Pound	68
Carolyn is Sad	70
Promise Jones	72
A New Kitten	74
A Gift	76
Promise Jones Comes Home	78

March

Alaska	Page 86
New Mexico	88
Oregon	90
Rhode Island	92
Vermont	94
Kentucky	96

April

Connecticut	Page 98
New Hampshire	100
Wisconsin	102
Montana	104
Nevada	106
Texas	108

May

Hawaii	Page 110
Maryland	112
California	114
Florida	116
New York	118
Pennsylvania	120
South Dakota	122

June

Virginia	Page 124
Minnesota	126
Colorado	128
Arizona	130

Box 4: Learning Activities

The first four days of the week the student will complete a reading lesson from the reading curriculum mentioned above. The lesson will be taught to them, samples will be worked on the whiteboard or pencil & paper to make sure the student comprehends, and the student will then independently work through a daily assignment to make sure they understand and show the ability to complete the learning of the day. Any errors will be corrected. The fifth day of each week the student will learn to read by reading and being read to. This will include books from the list of books in the Learning Materials section above.

(Make additions or deletions as you see fit.)

Box 5: Progress Criteria, Methods of Evaluation

Tell how you will decide if the student is mastering the learning goals you listed in the learning goals section above. Please copy the sentences in red. Delete any evaluation activities your child does not do.

Student monthly progress evaluation is made on the basis of weekly certificated contact, work samples, communications with students, communications with parents, and performance in on-site classes. It is electronically communicated to parents via WINGS. It is our goal that the student will accomplish approximately 10% of the goals of this course each month, September through June. The level of mastery expected is 70% or higher to progress. Methods of evaluation will include but are not limited to those below, under the direction of an HQ teacher:

* observation and/or correction of daily and/or weekly work and progress

* daily or weekly discussion of assignments, readings, writings

* correction of work done incorrectly

* portfolio kept of student work, at least weekly

*standardized testing (iReady, state assessments, Iowa Tests, etc.)

NOTE: Evaluation of progress items noted above with an *, should be changed and adjusted to fit the specific age of the child, course being taken, etc.

(Make additions or deletions as you see fit, to asterisks.)

Box 6: Weekly Hours

Please estimate the number of hours your student will work on this course each week.