

First Grade The McRuffy Reading/Phonics Program

Pacing

The McRuffy First Grade Reading/Phonics year---long program is divided into 4 units and 180 pages of reading/phonics instruction. Pages and learning goals covered are noted in the learning goals/ performance objectives below.

Box 1: Class Description

This year-long course covers the First grade 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: McRuffy First Grade Reading/Phonics, books, supplies, materials, web-sites, and other sources used for this course are:

Box 3: Learning Goals/Performance Objectives

SEPTEMBER

Pages	Learning Goals
1-5	short a and i review
6-10	short e, o, and u
11	long a

OCTOBER

Pages	Learning Goals
16-1	ong o
21	long e, i, u
26	sp, sn
31-35	ai

NOVEMBER

Pages	Learning Goals
36-40	review gr & learn br, tr
41-45	dr, fr, cr, pr
46-50	ar, or, rd, rn, rm, rk

DECEMBER

Pages	Learning Goals
51-55	er, ir, ur
56-60	ing, and other ng ending blends, nd, nt (apostrophe nit)
61-65	review, test 1

66-70 cl, gl, pl (doubling consonants rule) -ind words long (i) such as *find*. be- prefix

JANUARY

Pages Learning Goals

71-75 bl, fl, sl

76-80 y (i ending sound-review), blends: sk-, -sk, sc, -lk, -nk

81-85 sw, sm, tw, -all, -ft (adding -ing, dropping the silent e)

86-90 th, o words that have short u: some, come, from, front

FEBRUARY

Pages Learning Goals

91-95 endings -ld, -lf, -lt, lp, -ow as long o

96-100 review, test 2

101-105 ou as in out

106-110 double medial consonants, syllables

MARCH

Pages Learning Goals

111-115 oo- as in moon

116-120 ch, ch-

121-125 long e sound of ea

126-130 two syllable words ending with the long e sound of y

APRIL

Pages Learning Goals

131-135 review, test 3

136-140 two syllable words ending with the letters -le

141-145 oo- as in book

MAY

Pages Learning Goals

146 silent letters

151 ow as in clown

156 three letter blends scr, shr, spl, spr, str, squ

161 oi, oy

JUNE

Pages Learning Goals

166 aw

171 review, test 4

Box 4: Learning Activities

The first four days of the week the student will complete a phonics lesson from the phonics 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.