

Kindergarten The McRuffy Reading/Phonics Program

Pacing

The McRuffy Kindergarten 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 Kindergarten grade McGruffy Reading/Phonics 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 EALR/GLE will be covered in this course.

Box 2: Learning Materials

The curriculum: McRuffy Kindergarten Reading/Phonics, books, supplies, materials, web-sites, and other sources used for this course are:

Box 3: Learning Goals/Performance Objectives

SEPTEMBER

Unit 1

Page	Learning Goals
1	Short a
2	b
3-5	blends
6-7	c as in cat
8-11	t
12-13	p

OCTOBER

Page	Learning Goals
14-17	n
18-20	s
21	h
22	the word a
23-25	sentences
26-30	the
31-35	is

NOVEMBER

Page	Learning Goals
36-40	in
41-45	on

Unit 2

46-50 short i

DECEMBER

Page Learning Goals

51-53 m

54-55 questions

56-57 r

JANUARY

Page Learning Goals

58-60 g

61-65 d

66-70 short o

71-75 l

FEBRUARY

Page Learning Goals

76-77 f

78-80 red, green, blue

81 k

82 ck ending

83-85 yellow, orange, black

86-87 short u

88-90 brown, pink, purple

Unit 3

91-92 x as an ending sound

MARCH

Page Learning Goals

93-95 white, violet

96 w

97-100 v

101-105 short e

106-110 y and z

111 long a

112-115 s & j sounds of c and g

APRIL

Page Learning Goals

116-120 j

121-125 long i

126-130 sh

131-135 long o

MAY

Page Learning Goals

Unit 4

136 qu

137-140 go, so, no

141-145 long u

146-150 st blend

151-155 long e

JUNE

Page Learning Goals

156-160 mp

161-165 oa

166-170 ay

171 gr

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.