|  |  | Mondays | Tuesdays | Wednesdays | Thursdays |  | Tier 3 Readin | g Groups |  |  |  |  |  |  |
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|  | Block \#1: 12:40-1:00 |  |  |  |  |  | Aaron | Winters |  |  |  |  |  |  |
|  | Brandy | Reading Group \#2 | Reading Group \#2 | Reading Group \#2 | Reading Group \#2 |  |  |  |  |  |  |  |  |  |
|  | Breanne | Reading Group \#1 | Reading Group \#1 | Reading Group \#1 | Reading Group \#1 |  |  |  |  |  |  |  |  |  |
|  | Windy (Room 118) | Dyslexia Group \#1 | Dyslexia Group \#1 | Dyslexia Group \#1 | Dyslexia Group \#1 |  |  |  |  |  |  |  |  |  |
|  | Nilda (Room 109) | Reading Group \#3 | Reading Group \#3 | Reading Group \#3 | Reading Group \#3 |  |  |  |  |  |  |  |  |  |
|  | Estela (Leveled Library) | Reading Group \#5 | Reading Group \#5 | Reading Group \#5 | Reading Group \#5 |  |  |  |  |  |  |  |  |  |
|  | Kandi (Room 119) | Math Group \#3 | Math Group \#3 | Math Group \#3 | Math Group \#3 |  |  |  |  |  |  |  |  |  |
| Kindergarten Intervention/ | Jenny (Room 120) | Tier 3 Reading Intervention | Tier 3 Reading Intervention (Group of 5) | Tier 3 Reading Intervention (Group of 5) | Tier 3 Reading Intervention (Group of 5) |  |  |  |  |  |  |  |  |  |
| MTSS | Block \#2: 1:00-1:20 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12:40-1:20 | Brandy | Math Group \#2 | Math Group \#2 | Math Group \#2 | Math Group \#2 |  |  |  |  |  |  |  |  |  |
|  | Breanne | Math Group \#1 | Math Group \#1 | Math Group \#1 | Math Group \#1 |  |  |  |  |  |  |  |  |  |
|  | Windy (Room 118) | Dyslexia Group \#2 | Dyslexia Group \#2 | Dyslexia Group \#2 | Dyslexia Group \#2 |  |  |  |  |  |  |  |  |  |
|  | Nilda (Room 109) | Reading Group \#4 | Reading Group \#4 | Reading Group \#4 | Reading Group \#4 |  |  |  |  |  |  |  |  |  |
|  | Estela (Leveled Library) | Reading Group \#6 | Reading Group \#6 | Reading Group \#6 | Reading Group \#6 |  |  |  |  |  |  |  |  |  |
|  | Kandi (Room 119) | Math Group \#4 | Math Group \#4 | Math Group \#4 | Math Group \#4 |  |  |  |  |  |  |  |  |  |
|  | Jenny (Room 120) | Tier 3 Reading Intervention (Group of 5) | Tier 3 Reading Intervention (Group of 5) | Tier 3 Reading Intervention (Group of 5) | Tier 3 Reading Intervention (Group of 5) | Kandi-Bradley Waylon |  |  |  |  |  |  |  |  |
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|  |  | Reading Group \#1 | Reading Group \#2 | Reading Group \#3 | Reading Group \#4 | $\begin{aligned} & \text { Reading Group } \\ & \# 5 \end{aligned}$ | Reading Group \#6 | $\begin{aligned} & \text { Math Group } \\ & \text { \#1 } \\ & \hline \end{aligned}$ | Math Group \#2 | $\begin{aligned} & \text { Math Group } \\ & \# 3 \end{aligned}$ | Math Group \#4 |  |  |  |
|  | Critical Skill | demonstrate phonological awareness by: (i) identifying and producing rhyming words | recognize that a group of words can begin with the same initial sound | identify syllables in spoken words | identify syllables in spoken words | blending phonemes to form one syllable words | blending phonemes to form one syllable words | read and write whole numbers fom 0-20 with and without objects, reads while numbers within 20 | read and write whole numbers fom 0-20 with and without objects, reads while numbers within 20 | read and write whole numbers fom 0-20 with and without objects, reads while numbers within 20 | read and write whole numbers fom 0-20 with and without objects, reads while numbers within 20 |  |  |  |
|  | Critical Skill | recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound | identify the individual words in a spoken sentence | blend syllables to form multisyllabic words, segment multisyllabic words into syllables | blend syllables to form multisyllabic words, segment multisyllabic words into syllables | manipulating syllables with multisyllabic wrds | manipulating syllables with multisyllabic wrds | compare sets of objects up to at least 20 using most, more and same | compare sets of objects up to at least 20 using most, more and same | compare sets of objects up to at least 20 using same, fewest, less, and order from least to greatest | compare sets of objects up to at least 20 using same, fewest, less, fewerand order from least to greatest, least to greatest |  |  |  |
|  | Critical Skill | identify individual words in a spoken sentence | identify syllables in spoken words | Identifying and writing letters in name | blend spoken onsets and rimes to form simple words | segmenting spoken one syllable words in to individual phonemes | segmenting spoken one syllable words in to individual phonemes |  | use comparitive language to describe numbers up to 20 using greater than | use comparitive language to describe numbers up to 20 using greater than, | use comparitive language to describe numbers up to 20 using greater than, largest, |  |  |  |
|  | Critical Skill | identifying and matching common sounds and the letters they represent | identifying and matching common sounds and the letters they represent | identifying and matching common sounds and the letters they represent | identifying and matching common sounds and the letters they represent | using letter sound relationships to decode including VC, CVC, CCVC, and CVCC | using letter sound relationships to decode including VC, CVC, CCVC, and CVCC |  | compose and decompose numbers up to 10 with objects and pictures | compose and decompose numbers up to 10 with objects and pictures | compose and decompose numbers up to 10 with objects and pictures |  |  |  |
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|  | Student Names: |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Monday- Thursday |  |  | OSBORN | EMPFIELD | FAGAN |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Wendy | Group 1: | Group 2: |  |  |  |
| Aaron | Group 1(Reading): | Group 2 (Math): |  |  |  |
| Resource |  |  |  |  |  |
| Monday-Wednesday (Reading) |  |  | Thursday (Math) |  |  |
|  |  |  |  |  |  |
| Empfield | Group 1: (cve words) | Group 2: | Empfield (failing) | Group 1: | Group 2: |
| Fagan | Group 1: | Group 2: | Fagan (70s, low 80s) | Group 1 70s: | Group 2 low 80s: |
| Osborn | Group 1: | Group 2: | Osborn (low 80s, high 80s) | Group 1 low: | Group 2 high: |
| Jefferson | Group 1: | Group 2: | Jefferson (high) | Group 1: | Group 2: |
| Smith | Group 1: |  | Smith (highest) | Group 1: |  |
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|  |  |  |  |  |  |
|  |  | Friday |  |  |  |
| Jefferson (float between 3 classrooms to work on decodables) | Tier 3 Math (Fagan, Osborn, Emplfield) |  |  |  |  |



