Initian/         (Group of 5)         (Group of 5)         (Group of 5)           SS         Block #2: 1:00 - 1:20         (Group of 5)         (Group of 5)         (Group of 5)														
Bits         Control         Aurin         Materia			Mondaye	Tuosdave	Wodnosdave	Thursdaye		Tior 3 Poadi	a Groupe					
Brody Bearing Service S		Block #1: 12:40 - 1:00	wondays	Tuesuays	weanesdays	Thursdays								
Runcine         Reading Group #1			Pooding Group #2	Peading Group #2	Pooding Group #2	Peading Group #2		Aaron	Winters					
Mark (Room 110)         Deparate Group #1         Applicable Group #1														
No. 1000         Reading Group #0         Readin dreid #0         Reading Group #0														
Radii (burule) Library Marti (score) 120         Radii (brouge 12)         Reading (brouge 15)         Readin														
And Record (Note)         Math Group AS         Math Group SI         Math														
Berly Richard 120)     Inter Standing     The Standing									_					
attract         Intervention														
Name         Name         Concurs of 5)		Jenny (Room 120)												
Short         Description         Math Group #	dergarten		Intervention											
120       Brandy Breame (Math Group # 2 Math Group # 2 Math Group # 2 Math Group # 3 Math Group # 3 M	MTSS			(Group of 5)	(Group of 5)	(Group of 5)								
Bearing     Math Group #1     Math Group #2     Math Group #2     Math Group #2     Math Group #3     Math Group #4     Math Group														
Media (Room 116) Nidia (Room 24 Anal) (Room	40-1.20													
Name       Reading Group # 4       Reading Group #														
Result (urwerd: Library Kand (Roorge 4)       Reading Group 40       Reading Group 45       Reading														
Kand (Room 116)       Math Group #2       Math Group #2       Math Group #1       Image and the second part of the se		· · · ·												
Jenny (Room 120)       Ter 3 Reading Ter 3 Reading Ter 3 Reading Ter 9 Reading Group of 5)       Ter 3 Reading														
Intervention       Intervention       Intervention       Intervention       Mayon       Intervention       Mayon       Intervention       Mather Coup       Intervention       Mather Coup														
(Group of 5)       (Group of 5) <th< td=""><td></td><td>Jenny (Room 120)</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>		Jenny (Room 120)												
No.       N							Waylon							
HH2H3H4H5H6H1Math Group H2R3Math Group H2Math Group H2Math Group H2Math Gr			(Group of 5)	(Group of 5)	(Group of 5)	(Group of 5)								
HH2H3H4H5H6H1Math Group H2R3Math Group H2Math Group H2Math Group H2Math Gr														
HH2H3H4H5H6H1Math Group H2R3Math Group H2Math Group H2Math Group H2Math Gr														
HH2H3H4H5H6H1Math Group H2R3Math Group H2Math Group H2Math Group H2Math Gr														
demonstrate pronological awareness by: (i) words       identify syllables in polanological awareness by: (i) beinding phonemess polanological awareness by: (i) words       identify syllables in polanological awareness by: (i) beinding phonemess polanological awareness by: (i) words       identify syllables in polanological awareness by: (i) beinding phonemess polanological initial sound       identify syllables in polanological initial sound       identify ing and matching common sounds and the letters they represent       identifying								Reading Group						
Protectional warenees by: (identifying and moduli wordsspoken wordsspoken wordsbe of momos withe wordslo form one syllable wordslo form one syllable wordswo								#6						
Critical Skill       iswareses by: (i) identifying and words       cells as undentifying and modifying and matching common sounds and the leters they represent       isea       k       words       words       fom 0-20 with and without and without objects, reads within 20       fom 0-20 with and without objects, reads within 20         Critical Skill       identifying and matching common sounds and the leters they represent       identifying and matching common sounds and the l														
Critical Skillidentifying and producing fryming wordsinitial soundinitial sound </td <td></td> <td></td> <td></td> <td></td> <td>spoken words</td> <td>spoken words</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>					spoken words	spoken words								
Image: series words       producing hyming wirds       prod		Critical Skill					words	words						
index       words       words       words       words       words       wile numbers       while		Chucal Skill		initial sound										
Image: condition of the														
Critical Skillidentify individual initial soundidentify individual words in initial soundblend syllables to form multisyllabic words, segment multisyllabic words into syllablesblend syllables to form multisyllabic words, segment multisyllabic words into syllablesmanipulating syllables with multisyllabic words into syllablescompare sets of objects up to at least 20 using most, more and samecompare sets of objects up to at least 20 using most, more and samecompare sets of objects up to at least 20 using most, more and samecompare sets of objects up to at least 20 using most, more and samecompare sets of objects up to at least 20 using most, more and samecompare sets of objects up to at least 20 using most, more and samecompare sets of objects up to at least 20 using most, more and samecompare sets of objects up to at least 20 using most, more and samecompare sets of objects up to at least 20 using most, more and samecompare sets of objects up to at least 20 using most, more and samecompare sets of objects up to at least 20 using most, more and samecompare sets of objects up to at least 20 using same, fewest, least 20 using same, fewest, language to describe numbers up to 20 using greater than, relationships to decode including you with objects and the letters they representdentifying and matching common sounds and the letters they representdentifying and matching common sounds and the letters they representdentifying and matching common sounds and the letters they representdentifying an			Words											
Critical Skillalleration or groups of words that begin with the same spoken onset or initial soundidentifying and matching common sounds and the leters they representidentifying and matching common <br< td=""><td></td><td></td><td>recognize spoken</td><td>identify the</td><td>blend syllables to</td><td>blend syllables to</td><td>manipulating</td><td>manipulating</td><td></td><td></td><td></td><td></td><td></td><td></td></br<>			recognize spoken	identify the	blend syllables to	blend syllables to	manipulating	manipulating						
Critical Skillof words that begin spoken onset or initial sounda spoken sentence words, segment multisyllabic words into syllableswords, segment multisyllabic words into syllablesmultisyllabic words multisyllabic words into syllablesleast 20 using most, more and sameleast 20 using most, more and sameleast 20 using most, more and same fewest, least, and order from least to order from least to greatestleast 20 using most, more and same, fewest, least, and order from least to greatestleast 20 using most, more and same, fewest, least, and order from least to greatestleast 20 using most, more and same, fewest, least, and order from least to greatestleast 20 using same, fewest, least, and order forder from least to greatestleast 20 using same, fewest, least, fewerand order from least to greatestleast 20 using same, fewest, least, fewerand forder from least to greatestleast 20 using most, more and same, fewest, least, fewerand forder from least to greatestleast 20 using more and more and more and more and least 20 using more and same, fewest, least, fewerand forder from least to greatestleast 20 using more and more and more and more and more and same, fewest, least, fewerand <b< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></b<>														
Critical Skill       with the same spoken onset or initial sound       with upper spoken into syllables       multisyllabic words into syllables       multisyllabic words into syllables       multisyllabic words into syllables       most, more and same       most, more and same       same, fewest, less,														
Spoken onset or initial sound       into syllables       into syllables       into syllables       into syllables       same       same       less, and order from least or greatest       less, fewerand from least or greatest         itentify individual words in a spoken sentence       identify individual words in a spoken sentence       identifying and matching common sounds and the letters they represent       identifying and matching common sounds and the letters they       using letter sound relationships to and CVCC       issue letter sound and CVCC		Critical Skill	with the same		multisyllabic words	multisyllabic words		-	most, more and	most, more and	same, fewest,	same, fewest,		
Image:		Chucai Skili	spoken onset or		into syllables	into syllables			same	same	less, and order	less, fewerand		
Image: Note of the second s			initial sound											
Identify individual words in a spoken sentenceidentifying and matching common sounds and the letters they representidentifying and matching common sentenceidentifying and writing letters in nameibeled spoken onsets and rimes to form simple words in amesegmenting spoken one syllable words in do individual phonemesuse comparitive language to describe numbers up to 20 using greater thanuse comparitive language to describe numbers up to 20 20 using greater than, argest, thanuse comparitive language to describe numbers up to 20 20 using greater than, relationships to decompose and thom letters they representuse comparitive language to describe numbers up to 20 20 using using letter sound relationships to decode including VC, CVC, CCVC, and CVCCuse comparitive language to describe numbers up to 20 20 using greater than, languest, thanCritical Skillidentifying and matching common sounds and the letters they representidentifying and matching common sounds and the letters they represent<											greatest			
Critical Skill       words in a spoken words sentence       spoken words mame       writing letters in name       onests and rimes to form simple words form simple words       one syllable words in to individual phonemes       language to describe phonemes       language to describe using greater than       language to describe numbers up to 20 using greater than, language to describe       language to describe numbers up to 20 using greater than       language to describe       language to describe       language to describe         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       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 uith objects and pictures       compose and decompose numbers up to 10 uith objects and pictures														
Critical Skill       sentence       name       form simple words       in to individual phonemes       in to individual phonemes       in to individual phonemes       describe numbers up to 20 using greater than, largest, largest than       describe numbers up to 20 using greater than, largest, largest than         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       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       compose and decompose numbers up to 10 with objects and pictures       compose and decompose numbers up to 10 with objects and pictures														
Critical Skill       Identifying and matching common sounds and the letters they represent       identifying and matching common sounds and the letters they       using letter sound relationships to and CVCC       compose and decompose and CVCC       compose and decompose and pictures				spoken words										
Critical Skill       identifying and matching common sounds and the letters they represent       identifying and matching common sounds and the letters they       identifying and matching common sounds and the letters they       identifying and matching common sounds and the letters they       using letter sound relationships to decode including VC, CVC, CCVC, and CVCC       using letter sound relationships to decompose and CVCC       compose and decompose and the letters they       compose and decompose and pictures       compose and decompose and pictures		Critical Skill	sentence		name	form simple words								
Image: 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       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       compose and decompose numbers up to 10 with objects and pictures       numbers up to 10 with objects and pictures							phonemes	phonemes						
Identifying and matching common sounds and the letters they represent       identifying and matching common sounds and the letters they       using letter sound relationships to and CVCC       compose and decompose and decompose to 10 mith objects and pictures       compose and decompose and pictures       compose and decompose and pictures														
Critical Skill       matching common sounds and the letters they represent       matching common sounds and the letters they represent       matching common sounds and the letters they represent       matching common sounds and the letters they       relationships to decode including VC, CVC, CCVC, and CVCC       decompose mumbers up to 10 with objects and pictures       decompose numbers up to 10 with objects and pictures       decompose numbers up to 10 with objects and pictures       decompose numbers up to 10 with objects       decompose numbers up to 10 with objects														
Critical Skill       sounds and the letters they represent       decode including VC, CVC, CCVC, and CVCC       numbers up to 10 with objects and pictures       numbers up to 10 with objects and pictures														
Critical Skill     letters they represent     letters they represent     letters they represent     letters they represent     letters they represent     VC, CVC, CVČ, and CVCC     VC, CVC, CCVČ, and CVCC     with objects and pictures     10 with objects and pictures														
represent represent represent represent and CVCC and CVCC and CVCC and CVCC and pictures and pic		Critical Skill												
Student Names:     Image:			represent	represent	represent	represent				piciales	and pictures	and pictures		
Student Names:		L							-					
Student Names:       Image: Contract of the contract o		Official and Manager												
		Student Names:												

		Mondays	Tuesdays	Wednesdays	Thursdays	Friday									
	Block #1: 1:20-1:45						Assistants - Assign t	o Work w/ Group	in Teachers' Clas	srooms					
	Sharon	Reading Group #2	Reading Group #2	Reading Group #2	Reading Group #2		Estela (w/ SF)-Blendin		Group 1: / Group						
	Kaylee	Reading Group #1	Reading Group #1	Reading Group #1	Reading Group #1	Jenny's Tier 3 Math	Nilda (w/ KE)- Letters								
		Dyslexia Group #1		Dyslexia Group #1	Dyslexia Group #1		ruidd (W/ RE) Eolloro	a oounido							
		Reading Group #3		Reading Group #3	Reading Group #3										
		Reading Group #5	Reading Group #5	Reading Group #5	Reading Group #5										
	Library)														
		Math Group #3	Math Group #3	Math Group #3	Math Group #3										
irade		Tier 3: Reading	Tier 3: Reading	Tier 3: Reading	Tier 3: Reading										
ention/		Readiness	Readiness	Readiness	Readiness										
ss		(Group of 5 - First	(Group of 5 - First	(Group of 5 - First	(Group of 5 - First										
-2:10	Block #2: 1:45-2:10						Jenny Aaron- Tier 3:	Reading Readine			Dyslexia: Reading	Readiness			
	Sharon	Math Group #2	Math Group #2	Math Group #2	Math Group #2					Group #1	Group #2				
		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										
	Rachel	Reading Group #4	Reading Group #4	Reading Group #4	Reading Group #4										
	Marjorie (Leveled	Reading Group #6	Reading Group #6	Reading Group #6	Reading Group #6										
	Library)														
	Kandi (Room 119)	Math Group #4	Math Group #4	Math Group #4	Math Group #4										
		Tier 3: Reading	Tier 3: Reading	Tier 3: Reading	Tier 3: Reading										
	, (	Readiness	Readiness	Readiness	Readiness										
		(Group of 5 - First	(Group of 5 - First	(Group of 5 - First	(Group of 5 - First										
			(												
		Kaylee	Sharon	Rachel	Rachel	Marjorie	Marjorie	Kaylee	Sharon	Kandi	Kandi	Kaylee			
		Naylee	Gharon			waljone	Marjone		51101 011	Ratiu	Kallul	Naylee			
		Booding Crown #4	Booding Group #2	Booding Group #2	Booding Group #4	Booding Group #F	Booding Crows #C	Math Group #1	Moth Group #2	Moth Group #2	Math Group #4	Jonny's Tige 2			
			Reading Group #2												
		recognize the change		recognize a change in		decoding words with	decoding words with	represents a	represents a		compares sets of				
1		in a spoken word	relationships to	a spoken word when	in a spoken word	initial and final	initial and final	given set of	given set of	objects using	objects using	given set of			
1		when a specific		a soecific phoneme is	when a soecific	consonant blends,	consonant blends,	objects as a	objects as a	more,most,	more,most,	objects as a			
1	Critical Skill	phoneme is added,	CVC, CCVC, and	added, changed or	phoneme is added,	digraphs, and	digraphs, and	number word	number word	same, greater	same, greater	number word			
1	-	changed or removed	CVCC words	removed	changed or removed	trigraphs	trigraphs	wihtin 20	wihtin 20	than, fewest,	than, fewest,	wihtin 20			
										less, largest,	less, largest,				
										smallest, greater	smallest, greater				
		him dan shan	and a second	him dan akan ar	h la malia na kana a	alara din manada - 19	de se alla succession de 199			than	than				
		blend spoken phonemes to form	recognize that new words are created	blending phonemes to form one-syllable	blending phonemes to form one-svllable	decoding words with closed svllables.	decoding words with closed syllables, open		compares sets of objects using	understandes the sequence of	understandes the sequence of	compares sets			
1			when letters are							numbers on a	numbers on a	of objects using			
1		one syllable words		words including final	words including final	open syllables, VCe	syllables, VCe	more,most,	more,most,			more,most,			
1			changed, added, or deleted	or consonant blends	or consonant blends	syllables, vowel teams, including	syllables, vowel teams, including	same, greater	same, greater than, fewest,	numberline, identifys	numberline, identifys	same, greater than.			
			deleted					than,			numbers in	unan,			
	Critical Skill					vowel digraphs, and	vowel digraphs, and		less, largest,	numbers in					
1						dipthongs ad	dipthongs ad		smallest, greater	between on a	between on a				
1						r-controlled syllables	r-controlled syllables		than	number line,	number line,				
1										recognizes one	recognizes one				
1										more than	more than, can				
											compare and				
		an en incolection a	and the second line of	an and a state to a set	an an include the former	to a la suda da sul				a dalla a su d	order within 100		-		-
		manipulating	apply spelling	manipulate base	manipulate base	use knowledge of	use knowledge of	order numbers	compose 10	adding and	adding and	order numbers			
		phonemes in base			words and segment	base words to	base words to decode		using 2 sets of	subtracting to 20	subtracting to 20				
		words	words with VC, CVC,	words of three to five	words of three to five		common compound	place value	objects, orders		1	place value			
	Critical Skill		and CCVC patterns	phonemes into	phonemes into	compound words and			numbersup to		1				
				individual phonemes	individual phonemes	contractions	contractions		120		1				
				including initial and	including initial and						1				
				consonant blends	consonant blends			a dalla a c	a defining a state	I d a se diff a	1 -1 4161 -	a dalla a c			
								adding and	adding and	identifies	identifies	adding and			
								subtracting to 10	subtracting to 20	fractional and	fractional and	subtracting to 10			
									1	shaded parts,	shaded parts,				
	Critical CI/III									describes	describes				
	Critical Skill									shapes as one	shapes as one				
										half shaded,	half shaded,				
										understand	understand				
										shapes are	shapes are				
	Of under set bi		-				l			uivided in nalves	divided in halves	-			
	Student Names:														

1st (	Grade: Daily Interv				Emfield	Fagan	Osborn	
	1:20 - 1:	45				1:45 - 2:10		
	M-Th Group				M-Th Group	p 1M-Th Group	2	
Aaron-Rdg				Windy- Rdg				
	Using phonem	es in words	Reteach		1-to-1 coun	ting/ adding		
Empfield-Rdg				Empfield-Math				
Inplieiu-Rug	over intitial and final as	und	Batagah	Empheid-Math	adding and	subtracting		
	cvc, intitial and final so		Reteach		auting and	subtracting		
Fagan-Rdg				Fagan-Math				
rugunnug	phoneme manipulation c	VC	Reteach	r ugur mutr	Digraphs			
			Reteuen		Digitaphis			
Osborn- Rdg				Osborn- Rdg				
	adding/subtracting and	[						
	shapes		Tier 3 Math		adding/sub	tracting and sh	apes	
Kandi-Math				Kandi-Math				
	letters/sounds and mai	nipulating them			Blending C	VC words		
Mrs.								
				Mue lefferer -				
Maguerza				Mrs. Jefferson				
							-	
	fluency and words with	Dienas	Enrichment		nuency and	I words with ble	ends	
Mrs.				Mrs.				
Smith-Rdg				Smith-Rdg				

	Monday- Thursdo	ау	OSBORN	EMPFIELD	FAGAN
Wendy	Group 1:	Group 2:			
Aaron	Group 1(Reading):	Group 2 (Math):			·
Resource					
	Monday-Wednesday (	Reading)		Thursday (Math	1)
Empfield	Group 1: (cvc 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 (low 80s, high		
Osborn	Group 1:	Group 2:	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:	
		Friday			
Jefferson (float	Tier 3 Math (Fagan, Osborn,				
between 3	Emplfield)				
classrooms to					
work on					
decodables)					

	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays			Math and Reading Interve			
	wondays	Tuesdays	wednesdays	Thursdays	Fridays			Math and Reading Interve	ntion:		
Block #1: 9:25-9:50								Assistants - Assign to Wo		Classrooms	
Natalie	Math Group #1	Math Group #1	Math Group #2		Math - JA's Group			Nilda (w/ NE; skill- Guided F			
Tina	Math Group #2	Math Group #2	Math Group #3		Math Group #4			Kandi (w/ TG; skill- Decoda			
	Math Group #3	Math Group #3	Math Group #1		Math - Dyslexia Group			Estela (w/ KC; guided readi	ng- on grade level)-		
	Math Group #4	Math Group #4	Math Group #4		Math Group #5						
Windy (Room 118)			Dyslexia Group #1					*see math group for skill ne	eded to work on*		
Jenny (Room 120)	- Tier 3 Reading	- Tier 3 Reading	Reading Group #1	- Tier 3 Reading				* A teacher and an assista	nt will work with a group	in each classroom	
	Intervention	Intervention	Intervention	Intervention				A teacher and an assiste	in win work with a group	in each classicolli.	
Block #2: 9:50-10:15											
Natalie	Reading Group #2	Reading Group #2	Reading Group #3	Reading Group #3	Math - JA's Group			Meet with half students one	day. *Students not working	in an assigned group	
Tina	Reading Group #3	Reading Group #3	8 Reading Group #2	Reading Group #2	Reading Group #2		Lexia/ST Math:	could work on Lexia or ST M			
Kim					Math - Dyslexia Group		Andres	ST Math/Lexia.			
			5 Reading Group #5		Reading Group #5						
Windy (Room 118)			Dyslexia Group #1								
Jenny (Room 120)	- Tier 3 Reading	- Tier 3 Reading	Reading Group #1	- Tier 3 Reading							
	Intervention	- Tier 3 Reading	- Her 3 Reading	Intervention							
	Intervention	Intervention	Intervention	Intervention							
	Ebo (M/T)	Tina (M/T)	Kim (M/T)	Marjorie (M, T, W,	Marjorie (F)		Ebo (M/T)	Tina (M, T)	Kim (M, T, W, TH)	Marjorie (M-F)	
	Kim (W/Th)	Ebo (W/Th)	Tina (W/TH)	Tina (F)		Aaron	Tina (W, Th, F)	Ebo (W, TH)			
	Math Group #1	Math Group #2	Math Group #3		Math Group #5		Reading Group #2	Reading Group #3	Reading Group #4	Reading Group #5	Dyslexia Group-Winters
	Place Value -read and write whole	Place Value -read and write whole	Place Value -read	Use concrete and	Use concrete and pictorial models to	Region 4 -	Decodable One Sullable/Decodes	Phoneme Manipulation in	Decodable	Guided Reading- On Grade Level	
	and write whole numbers within	and write whole numbers within	and write whole numbers within	pictorial models to compose and	pictorial models to compose and	Accelerated Reading	One-Syllable:Decodes CVC words, Decoding	base words, recognize when a specific phoneme	One-Syllable:Decodes CVC words, Decoding	Gidde Level	
	1,000 as hundreds,	1,000 as hundreds,		decopose numbers.	decopose numbers.	Struggling 2nd	words with initial and	is added, changed or	words with initial and final		
	tens and ones.	tens and ones.	tens and ones.	Read and write	Read and write whole	Graders	final consonant blends,	removed	consonant blends,		
	Order numbers	Order numbers	Order numbers	whole numbers	numbers using tens		digraphs, and trigraphs		digraphs, and trigraphs		
	within 1,000 using	within 1,000 using	within 1,000 using	using tens nad	nad ones. Copare		(Understands the sounds	3	(Understands the sounds		
	(>,<,=)	(>,<,=). Compare whole numbers up	(>,<,=). Compare whole numbers up	ones. Copare numbers within 100	numbers within 100 using terms and		of initial consonant + r blends, initial consonant		of initial consonant + r blends, initial consonant		
Critical Skill		to 120 using	to 120 using	using terms and	symbols. Determine		+ I blends, initial cl-		+ I blends, initial cl- blend.		
		cmparitive	cmparitive	symbols.	numbers to make 10.		blend, and sound of the		and sound of the digraph		
		language. Order	language. Order	Determine numbers			digraph /wh/)		/wh/)		
		numbers within	numbers within	to make 10. Find	less than a number.						
		100.	100. Determine	10 more or 10 less than a number.							
			10. Find 10 more	unan a number.							
			and 10 less than a								
			number.								
	Number Patterns and Concepts of	Number Patterns and Concepts of		Decode multisyllabic words with closed	Decodable One-Syllable:Decodes	Decode multisyllabic words with closed	demonstrate and apply phonetic knowledge of				
	Expressionp-count	Expressionp-count		Expressionp-count	Expressionp-count by		svllables: open	CVC words, Decoding	syllables; open	spelling by decoding	
	by 10's within 100.	10's within 100. Skip		syllables;VCe syllables,	words with initial and final	syllables;VCe syllables,	(short and long vowels,				
	Skip count by 2's,	count by 2's, 5's and		long vowel teams,	consonant blends,	long vowel teams,	words with silent letters,				
Critical Skill	5's and 10's within	5's and 10's within		5's and 10's within	10's within 100 to		digraphs and dipthings,	digraphs, and trigraphs	digraphs and dipthings,	multisyllabic words,	
ondour ond	100 to deterine the	100 to deterine the		100 to deterine the	deterine the total		r-controlled syllables,	(Understands the sounds	r-controlled syllables, and		
	total objects in a set.	total objects in a set.	total objects in a set.	total objects in a set. Determine a	objects in a set. Determine a number		and final stable syllables.	<ul> <li>of initial consonant + r blends, initial consonant + I</li> </ul>	final stable syllables.	syllable division patterns)	Reading Group #1 - Tier 3 Intervention Group
	361.	361.	301.		up to 40 is even or odd			blends, initial cl- blend, and		patternay	(MonThurs. for 50 min.)
				even or odd using	using pairing of			sound of the digraph /wh/)			
		l <u>.</u>	<u></u>	pairing of objects.	objects.		<u> </u>				
	Represent and generate	Represent and generate	Word problems with addition and	Word problems with addition and	Word problems with addition and		decode compund words, contractions and	Decode multisyllabic words with closed syllables; open	decode compund words, contractions and common	appyling spelling patterns of short and	
	fractions-identify	fractions-identify	subtraction of	subtraction of	subtraction of whole		contractions and common abbreviations	syllables;VCe syllables,	abbreviations and common	long vowels, words with	
Critical Skill	examples and	examples and	whole numbers to	whole numbers to	numbers to 20 using			long vowel teams, digraphs		silent letters,	
Critical Skill	non-examples of	non-examples of	20 using concrete,	20 using concrete,	concrete, pictorial			and dipthings, r-controlled		multisyllabic words,	
	halves and fourths	halves and fourths	pictorial models	pictorial models	models and number			syllables, and final stable		compouind words,	
	1		and number sentences.	and number sentences.	sentences.			syllables.		syllable division patterns	
		1	oomonoda.	oomonood.							
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Student Names:	Mrs. Hattaway's G	roups (T. W. TH)		Mrs. Clegg's Group	(T. W. Th)						