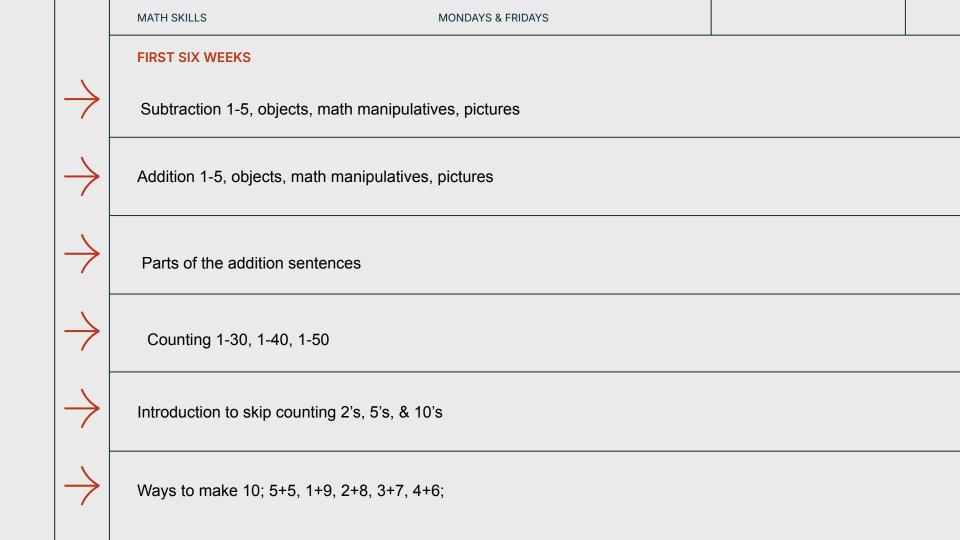
## RTI First Grade Syllabus

RTI - Response to Intervention; RTI spirals concepts and skills from MATH & ELAR



	MATH SKILLS	MONDAYS & FRIDAYS		
	SECOND SIX WEEKS			
$\rightarrow$	Addition 1-10, 1-12, obj	ects, math manipulatives, pictures, and mental	math	
$\rightarrow$	Subtraction 1-10, 1-12,	objects, math manipulatives, pictures, blocks		
$\rightarrow$	Counting 1-40, 1-50			
$\rightarrow$	Skip counting by 2's, 5	i's, 10's		
$\rightarrow$	Different parts of the ad	dition and subtraction sentences		
$\rightarrow$	Apply more concepts/sk	ills of adding 10; ex. what addend plus 3, equal	ls 10;	

	READING SKILLS	TUESDAYS, WEDNESDAYS, THURSDAYS		
	FIRST SIX WEEKS			
$\rightarrow$	Letter-sound correspondence/blend	ding and segmenting;		
$\rightarrow$	Reading, writing, and using sight w	ords in sentences		
$\rightarrow$	Reading grade level texts and book	ks to build fluency		
$\rightarrow$	CVC words(short vowels a, e, i, o,	and u), one syllable words, parts of sentences		
$\rightarrow$	Adding, taking away, changing pho digraphs.	nemes from beginning/middle/end of words; in	troduction to blends and	
$\rightarrow$	Parts of books: cover, spine, back of	of the book, pages, cover/title page		

	READING SKILLS	TUESDAYS, WEDNESDAYS, THURSDAYS		
	SECOND SIX WEEKS			
$\rightarrow$	Letter-sound correspondence/blending and segmenting with alphabet letters (comes from weekly spelling/sight word list)			
$\rightarrow$	Reading, writing, and using s	sight words in sentences (weekly sight words)		
$\rightarrow$	Reading grade level texts an	d books to build fluency		
$\rightarrow$	CVC words(short vowel i, u, sentences; parts of speech.	e), CVCC words (will, tell, miss), one and two syllable	e words; parts of	
$\rightarrow$	Adding, taking away, changi	ng phonemes from beginning/middle/end of words		
$\rightarrow$	Introduction to blends, CVCe books.	e (silent e & long vowels), vowel pairs; dive deeper in	to digraphs; parts of	

	READING SKILLS TUESDAYS, WEDNESDAYS, THURSDAYS		
	FIRST SIX WEEKS		
$\rightarrow$	Identifying and matching the common sounds that letters represent;		
$\rightarrow$	using letter sound relationships to decode words including VC, CVC, CCVC, and CVCC words.		
$\rightarrow$	Identifying and producing rhyming words.		
$\rightarrow$	Recognizing spoken alliteration or groups of words that begin with the same onset or initial sound.		
$\rightarrow$	Identifying the individual words in a spoken sentence.		
$\rightarrow$	Identifying syllables in spoken words.		

	READING SKILLS TUESDAYS, WEDNESDAYS, THURSDAYS		
	SECOND SIX WEEKS		
$\rightarrow$	Identifying and matching the common sounds that letters represent;		
$\rightarrow$	using letter sound relationships to decode words including VC, CVC, CCVC, and CVCC words.		
$\rightarrow$	Identifying and producing rhyming words.		
$\rightarrow$	Segmenting multisyllabic words into syllables.		
$\rightarrow$	Blending spoken onsets and rimes to form simple words.		
$\rightarrow$	Blending spoken phonemes to form one syllable words.		

