

Whole Class Daily Lesson Plan

Date: _____

Time	Students	Curriculum Activity (Unit # & Act)	

Unit I Pre-test - Page 1

Name: _____ Date: _____

circle one:

I. Sight words:

boy shirt of the
girl ball and

Read

Find

The Level 1.5 Reading Comprehension Curriculum...

focuses on expanding on basic skills

level 1.5

EVIDENCED-BASED INSTRUCTION

A YEAR-LONG RESOURCE!

8 Units + 1 review unit

all 8 units have:

- ✓ Anchor chart
- ✓ Pre and post test
- ✓ Grading rubric
- ✓ 20 pages of activities
- ✓ Word & Picture Flashcards

READING COMPREHENSION

Leveled Daily
Curriculum

LEVEL 1.5

over
180
activities

Write the word in each sentence:

girl
train
boy
shirt

of

Come to think of it. I am sick of it.

I knew of that. You are out of time.

I am not afraid of that. I have heard of that.

picture flashcards

word flashcards

boy
shirt
of
and

Anchor Chart - Unit 1

Sight Words

boy shirt of the
train girl ball and

Listening Comprehension

hear sentence & find picture

Phonics

Review Letter Sounds

a s t i p n
c g e h r
m d k o l
f b q u j
z w v y x

Anchor Chart - Unit 1

Sight Words

car pants it
that shoes he

Listening Comprehension

hear what question & find answer

Phonics

find the ending sound

Anchor Chart - Unit 2

Sight Words

man game you woman
baby to is bird

Listening Comprehension

hear who question & answer

Phonics

find the ending sound

Anchor Chart - Unit 2

Sight Words

toy hat
dress was

Listening Comprehension

hear where question & find answer

Level 1.5 Curriculum Map Reading Comprehension

Unit	Unit Focus Topics	Unit Details
Unit 1	• Identify letter sounds • Reading comprehension for sight words • Sight words • Phonics: identify letter sounds during a word read	• Focus on the unit's anchor chart and the student's work. The unit's anchor chart includes the sight words and the student's work. The unit's anchor chart includes the sight words and the student's work. The unit's anchor chart includes the sight words and the student's work.
Unit 2	• Identify letter sounds • Reading comprehension for sight words • Sight words • Phonics: identify letter sounds during a word read	• Focus on the unit's anchor chart and the student's work. The unit's anchor chart includes the sight words and the student's work. The unit's anchor chart includes the sight words and the student's work.
Unit 3	• Identify letter sounds • Reading comprehension for sight words • Sight words • Phonics: identify letter sounds during a word read	• Focus on the unit's anchor chart and the student's work. The unit's anchor chart includes the sight words and the student's work. The unit's anchor chart includes the sight words and the student's work.
Unit 4	• Identify letter sounds • Reading comprehension for sight words • Sight words • Phonics: identify letter sounds during a word read	• Focus on the unit's anchor chart and the student's work. The unit's anchor chart includes the sight words and the student's work. The unit's anchor chart includes the sight words and the student's work.
Unit 5	• Identify letter sounds • Reading comprehension for sight words • Sight words • Phonics: identify letter sounds during a word read	• Focus on the unit's anchor chart and the student's work. The unit's anchor chart includes the sight words and the student's work. The unit's anchor chart includes the sight words and the student's work.
Unit 6	• Identify letter sounds • Reading comprehension for sight words • Sight words • Phonics: identify letter sounds during a word read	• Focus on the unit's anchor chart and the student's work. The unit's anchor chart includes the sight words and the student's work. The unit's anchor chart includes the sight words and the student's work.
Unit 7	• Identify letter sounds • Reading comprehension for sight words • Sight words • Phonics: identify letter sounds during a word read	• Focus on the unit's anchor chart and the student's work. The unit's anchor chart includes the sight words and the student's work. The unit's anchor chart includes the sight words and the student's work.
Unit 8	• Identify letter sounds • Reading comprehension for sight words • Sight words • Phonics: identify letter sounds during a word read	• Focus on the unit's anchor chart and the student's work. The unit's anchor chart includes the sight words and the student's work. The unit's anchor chart includes the sight words and the student's work.

level **1.5**

EASILY ALIGNS WITH CORE STANDARDS

INCLUDED SKILLS:

- listening comprehension for who, what, where, when, and why questions
- sight words - Fry Noun List and Fry first 100 words
- identify and match beginning and ending sounds
- R and L blends
- digraphs
- book skills: answer/identify wh- questions during a read aloud

level 1.5

READING LEVEL INCLUDED IN THE PRODUCT DESCRIPTION
TEXTS PROFESSIONALLY LEVELED BY LEXILE

Unit Pre-tests, Post-Tests, & Grading Rubrics

Unit I Pre-test - page 2

3. Letter sounds:


a	s	t	i
n	c	g	
h	r	m	

circle one: _____

Tally correct and incorrect: _____

4. Listening comprehension:

Listen and find the answer:



Listen and find the answer: _____

Unit I Rubric & Grading Instructions

Name: _____ Date: _____ (circle one) Pre-test Post-test

	correct	incorrect	total possible
1. Read or find the sight words. Circle "read" or "find" based on the student's abilities. Count how many words they read/found correctly and incorrectly. Do each word one time.			8
2. Color or circle the picture that goes with the word. Count each word as correct or incorrect.			5
3. For letter sounds, say the sound of the letter and have the student say the name of the letter (expressive) or point to the letter (receptive). Track correct and incorrect on the page. Count as correct if student finds/says the correct letter within 3 seconds.			26
4. For listening comprehension, read the quote box out loud to the student. The student may indicate the answer to the question by saying the correct answer or pointing to the correct picture. Count as correct if the correct answer is said/pointed to within 3 seconds.			2
5. Book skill: Follow along independently. Select a short book with a preferred topic. Let the student hold the book while the adult reads. Score 5 if student follows along (points at words, turns pages) with no prompts for 5 or more minutes. Score 3 for less than 2 prompts for 5 or more minutes. Score 1 if the student requires prompts for most of the 5 or more minutes. Score of 0 if student will not sit with book for 5 or more minutes.			5
	total correct	total incorrect	
	total possible	percentage	
	46		

Analyzing the Errors:
The pre-test is used as a baseline to see where the student is starting out before any instruction is given. Errors on the pre-test will be addressed through the unit activities. Errors on the post-test indicate that additional instruction or practice is needed. Every student learns at different rates! Here is where this student needs more work:

Unit I Post-test - page 2


Name: _____ Date: _____

k	o	l	f	b
q	u	j	z	w
v	y	x		

Receptive Language (teacher says name and student points to item)

Correct: _____ Incorrect: _____

worked as a cashier at the store down the street.



and got gas before heading on the road.

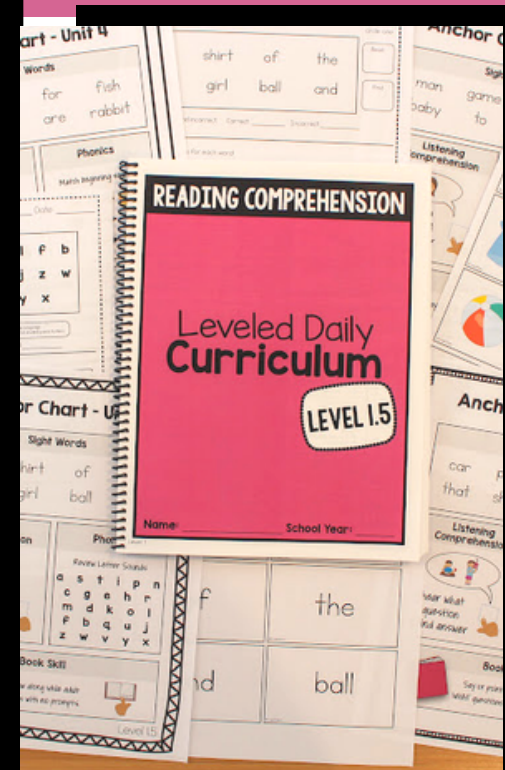
level 1.5

EMBEDDED DATA BASED DECISION MAKING

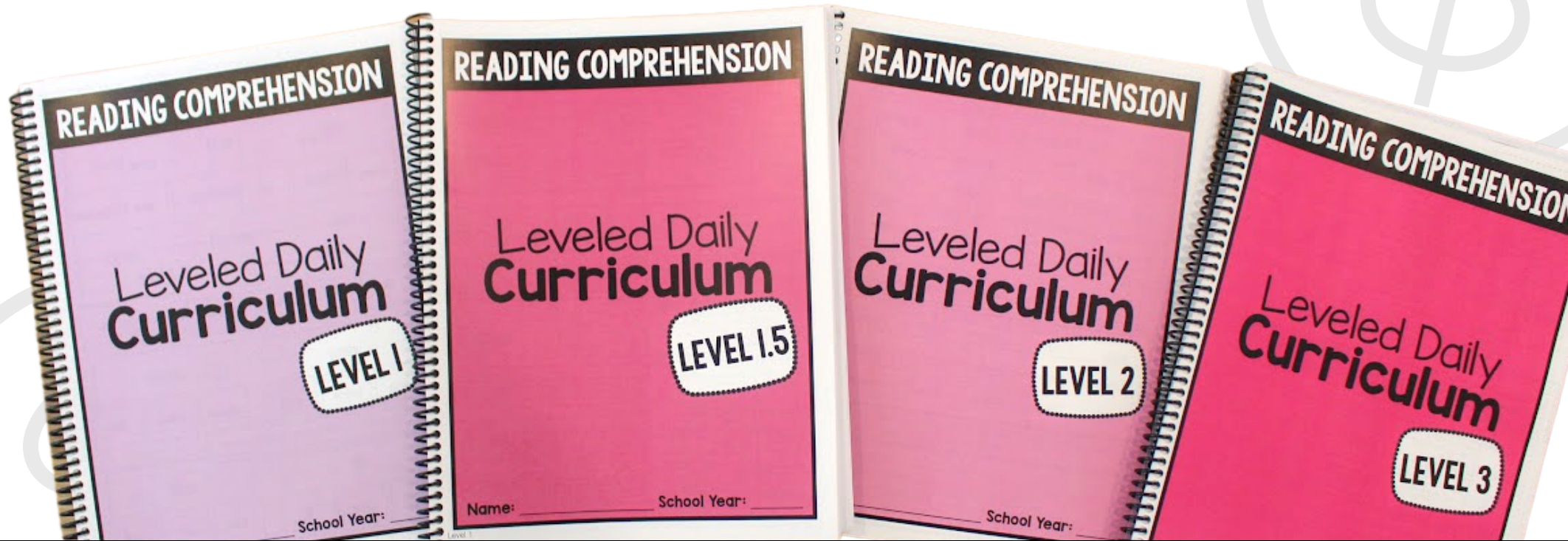
level 1.5

RECOMMENDED PRE-REQUISITES

- Can trace shapes and letters/numbers.
- Can copy short word or letters from model.
- Can do basic identical matching (field of 8).
- Has one to one correspondence.
- Can do some nonidentical matching.
- Can circle an item.



SAVE MONEY *with the bundle*



OVER 640 ACTIVITIES INCLUDED, LEARN MORE [HERE](#).