



## **Dike-New Hartford Language Arts Skills**

\*Reads fluently with understanding.

\*Writes effectively for a variety of purposes.

\*Speaks effectively for a variety of purposes.

\*Listens effectively for a variety of purposes.



### **Title 1 Reading Guidelines for Qualification by Grade Level** (3 or more areas of need to qualify for program)

#### **1<sup>st</sup> Grade-**

Reading Inventory- Frustration at grade level or word recognition or comprehension  
Sight words- Knows 25 words or less  
Marie Clay- Concepts of print, vocabulary, and writing  
DIBELS- strategic intervention needed  
STAR- at or below pre-primer level on IRL  
Teacher or Parent Recommendation

#### **2<sup>nd</sup> Grade-**

Reading Inventory- Frustration at grade level or word recognition or comprehension  
Fluency – Below 50 wpm  
Gates – Below 40% on comprehension  
DIBELS- strategic intervention needed  
STAR- Below 40%  
Teacher or Parent Recommendation

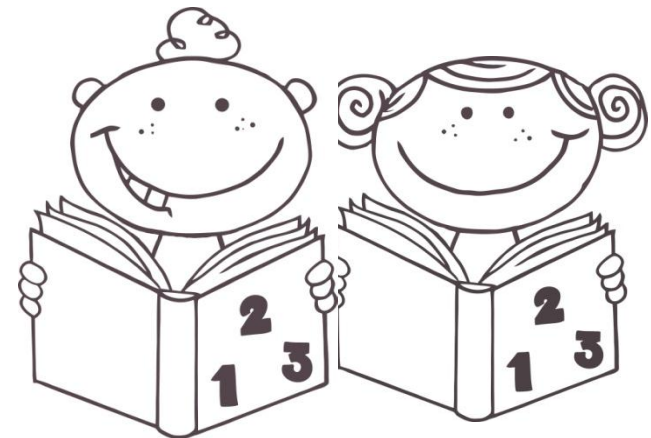
#### **3<sup>rd</sup> Grade-**

Reading Inventory- Frustration at grade level or word recognition or comprehension  
Fluency – Below 89 wpm  
Gates – Below 40% on comprehension (spring of 2<sup>nd</sup> gr.)  
ITBS- Below 40% in either vocabulary or comprehension  
MAP- Below 40% in reading  
STAR- Below 40%  
Teacher or Parent Recommendation

#### **Fourth, Fifth, and Sixth Grade-**

Reading Inventory- Frustration at grade level or word recognition or comprehension  
Fluency – Below 100 wpm (4<sup>th</sup>), 108 wpm (5<sup>th</sup>), 116 wpm (6<sup>th</sup>)  
ITBS- Below 40% in either vocabulary or comprehension  
MAP – Below 40% in reading  
STAR – Below 40%  
Teacher or Parent Recommendation

# **Dike - New Hartford Title 1 Reading**



## “Reads fluently with understanding.”

What does this mean?

**To read** is to understand the meaning of written words and to become informed through printed materials. It’s easy to think that reading is being able to “say” the words, but that’s only part of the entire process. It doesn’t do us any good to “say” the words if we don’t understand what they are saying!

**Fluently** refers to speaking easily and rapidly. Fluent readers read so that it “sounds like a sentence” rather than reading word by word. Without this fluency, we use all of our energy trying to figure out what is happening, and then we don’t understand the message the author is trying to give us. When we read fluently, we can concentrate on what we are reading. We can focus on getting meaning from the printed page and our **understanding**, or comprehension, of what is being read is better.



## What is Title 1?

The goal of Title 1 is a very high quality education for every child, so the program provides extra help and instruction to students who need it most. These are children who are the furthest from meeting the essential skills that have been set by the Iowa Core Curriculum.



These Five Components of **READING** are taught daily in the Title 1 classroom.

*Phonemic awareness*

*(K-1)*

*Phonics*

*Fluency*

*Vocabulary*

*Comprehension*

## Proficiency Levels

All Dike-New Hartford students in kindergarten, first and second grades are expected to show indications of success as readers as measured by *DIBELS*.

All students in grades three, four, five, and six are expected to achieve one year’s growth as measured by the Iowa Tests of Basic Skills total reading score. This includes both vocabulary and comprehension.

Students scoring at the 90<sup>th</sup> percentile or higher are considered advanced. Students scoring between the 40<sup>th</sup> and 90<sup>th</sup>% are considered to be proficient (average academic performance). Students scoring below the 40<sup>th</sup>% are considered to be partially proficient and are given first priority to be in the Title 1 program.