



Six Week Instructional Plan for Teacher-Led RtI Instruction

Student Names & Data	Data Wall 2023-2024								
	Student Name	Overall EL Benchmark Phase	MAP % Fall	Overall EL Benchmark Phase Winter	MAP % Winter	Map - 1 growth by EOY	Map - 1.25 growth by EOY		
						Percentile Points	Percentile Points	Winter Target	Spring Target
	3rd. 10:00-10:30	Overall Microphase							
	Riley Robinson. (Mukoda)	Early Consolidated	65th%, 193			10	13	199	206
	Khasi Gay (Mukoda)	Early Consolidated	67th%			10	13	200	207
	Erik Robinson (Salsbury)	Early Consolidated	24th%			12	15	183	190
	Zoe Jackson (Salsbury)	Middle Consolidated	53rd%			10	13	194	201
	Peyton Rodriquez(Marks)	Middle Consolidated	32nd%			12	15	187	194
	Bri'Elle Harris (Marks)	Middle Consolidated	67th%			9	11	200	205
	3rd 10:30-11:00	Overall Microphase							
	Leondre Reams	Late	75th%			9	11	204	209

	(Salsbury)	Consolidated							
	Zaydan Ali-Flowers (Mukoda)	Early Consolidated	71st%			9	11	202	207
	Chase Knight. (Marks)	Early Consolidated	69th%			10	13	197	204
	Karter Miller (Salsbury)	Late Consolidated	56th			10	13	195	202
	Bri'anni Harris (Mukoda)	Middle Consolidated	69th%			9	11	201	206
Behavior Targets	<ul style="list-style-type: none"> ● I can show Ujima through 'equity of voice.' I value my thoughts and the thoughts and voices of others in our learning community. ● I will show Imani through 'honoring myself and others in our community.' ● I can show Kujichagulia through 'perspective taking'. I notice and honor my feelings while doing the best I can to achieve in the moment. ● I will show Kuumba by using 'active listening'. I need all of my creativity to listen actively. ● I will show Umoja and Nia as I work to 'support the group in achieving high rates of literacy.' 								
Long Term Learning Targets for Cycle 1→	<ol style="list-style-type: none"> 1. I can hear, say, and spell the smallest word parts in multisyllabic words. 2. I can decode multisyllabic words with prefixes and suffixes. 3. I can decode multisyllabic words with open, closed syllables, and vowel team syllables. 4. I can read grade level text with accuracy, appropriate speed, phrasing and expression to increase my fluency and comprehension. 								

The synthesized learning of all 6 weeks learning targets.	<p>5. I can identify important details of a nonfiction text and summarize them into a theme verbally and in writing.</p> <p>6. I can increase vocabulary and morphological awareness.</p> <p>7. I can identify text structures in order to support self-monitoring and comprehension.</p>
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WEEK 1= 10/10-10/14	WEEK 2= 10/17-10/21	WEEK 3= 10/24-10/28
Learning Targets	Learning Targets	Learning Targets
<p>I will practice, set goals, and reflect on our five norms across each day.</p> <p>I will write and describe my 'reading identity.'</p> <p>I will share my 'reading identity.'</p>	<p><u>MKS LT's</u></p> <p>I can identify the vowel sounds and syllables in multisyllabic words using the closed syllable type.</p> <p>I can fluently read with proper phrasing and expression.</p> <p>I can examine the spelling of vowel sounds in a printed word and determine the Closed syllable type.</p> <p><u>Character LT's</u></p> <p>I will quiet my inner voice so that I can receive new ideas and free space to evolve my thinking; Kuumba.</p>	<p><u>MKS LT's</u></p> <p>I can identify the vowel sounds and syllables in multisyllabic words using the open syllable type.</p> <p>I can fluently read with proper phrasing and expression.</p> <p>I can examine the spelling of vowel sounds in a printed word and determine the open syllable type.</p> <p>I can monitor comprehension using text structure.</p> <p><u>Character LT's</u></p> <p>I will quiet my inner voice so that I can receive new ideas and free space to evolve my thinking; Kuumba.</p>
Materials Needed	Materials Needed	Materials Needed
<p>Nguzo Saba Reflection Journal And MORE Reading Identity Document</p> <p>Class Norms (6).pdf</p> <p>paper, pencil, markers, etc for name tags, folders</p>	<p>Goal Setter, Personalized</p> <p>Zwolak DATA Tracker Template 2023-2024</p> <p>Data Setting - Key Words</p> <p>Student Data Fall 2023 2024</p> <p>Closed Syllable WS</p> <p>Resource Room Word List Samples: multisyllable words with closed syllables</p> <p>paper, pencil, markers, etc for name tags, folders</p>	<p>Open Syllable WS & PM</p> <p>TIER 2 and TIER 3 VOCABULARY TERMS – COMMON CORE STATE STANDARDS ADD TO: ARRANGE: COLLABORATE: COMPARE/CONTRAST:</p>
Weekly Lesson Plan	Weekly Lesson Plan	Weekly Lesson Plan

Indicate how long each lesson will be on each day & include general instruction strategies for each day.	Indicate how long each lesson will be on each day & include general instruction strategies for each day.	Indicate how long each lesson will be on each day & include general instruction strategies for each day.												
<p>Day 1: name tags, norm #1 - Kuumba</p> <p>Day 2: name tags, norm #2 - Ujima</p> <p>Day 3: Reading Identity, norm #3 - Imani</p> <p>Day 4: Reading Identity and share, norm #4 - Kujichagulia</p> <p>Day 5: Goal set, norm #5 - Nia, Umoja</p>	<p>Day 1: Goal set</p> <p>Day 2: Goal set</p> <p>Day 3: Phonics Closed Syllables</p> <table border="1" data-bbox="745 289 1354 974"> <thead> <tr> <th data-bbox="745 289 840 324">Lesson Component:</th> <th data-bbox="840 289 1354 324">Instruction:</th> </tr> </thead> <tbody> <tr> <td data-bbox="745 324 840 552">Introduction</td> <td data-bbox="840 324 1354 552"> <ul style="list-style-type: none"> - Explain to students that every syllable in a word has only one vowel sound. Let students know that for the next several weeks they will be studying and learning how to read and spell words with more than one syllable, also known as multisyllabic words. - Introduce students to the Syllable Types Anchor Chart*. Explain that this chart will be filled in as each syllable type is introduced. - Show students the Syllabication Anchor Chart*. Explain that this chart will provide the steps that will be used in learning to read multisyllabic words. <ol style="list-style-type: none"> 1. "Today's lesson is on closed syllables. A closed syllable ends in one or more consonants. For example, in the word <i>cat</i>, the <i>a</i> is followed by the consonant <i>t</i>. The word <i>cat</i> is a closed syllable. The vowel sound is short and spelled with one vowel letter." - Add this information to Syllable Types Anchor Chart beside Closed Syllables. </td> </tr> <tr> <td data-bbox="745 552 840 974">Multisyllabic Word Reading</td> <td data-bbox="840 552 1354 974"> <p>I Do:</p> <ul style="list-style-type: none"> - Show students the word <i>napkin</i>. Follow the syllabication steps on the anchor chart to model how to read the word. <ol style="list-style-type: none"> 1. "The first step says to label the first two vowels. The first two vowels I see are <i>a</i> and <i>i</i>. I will underline them and label them with a <i>v</i> which stands for vowel." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the <i>a</i> and <i>i</i> to make my bridge." 3. "The third step says to label the consonants on the bridge. In between the vowels I see the letters <i>p</i> and <i>k</i>. I will put the letter <i>c</i> under these letters which stands for consonant." 4. "The fourth step is to divide using the pattern. We have four different syllable divisions we will use throughout our syllable lessons. They are vowel-consonant-consonant-vowel (VCCV), vowel-consonant-vowel (VCV) which will have two different divisions and vowel-vowel (VV). Our division charts* show us where to divide each of these patterns. Looking at the word we are working with, I see the VCCV pattern. The chart tells me to divide in between the two consonants. 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An open syllable ends in a vowel. The vowel sound is long and spelled with one vowel letter.</p> <table border="1" data-bbox="1390 267 1995 966"> <thead> <tr> <th data-bbox="1390 267 1491 300">Lesson Component:</th> <th data-bbox="1491 267 1995 300">Instruction:</th> </tr> </thead> <tbody> <tr> <td data-bbox="1390 300 1491 365">Introduction</td> <td data-bbox="1491 300 1995 365"> <ul style="list-style-type: none"> - Remind students that every syllable in a word has only one vowel sound. <ol style="list-style-type: none"> 1. "Today's lesson is on open syllables. An open syllable ends in a vowel. The vowel sound is long and spelled with one vowel letter." - Add this information to the Syllable Types Anchor Chart* beside Open Syllables. </td> </tr> <tr> <td data-bbox="1390 365 1491 966">Multisyllabic Word Reading</td> <td data-bbox="1491 365 1995 966"> <p>I DO:</p> <ul style="list-style-type: none"> - Show students the word music. 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Multisyllabic Word Reading	<p>I DO:</p> <ul style="list-style-type: none"> - Show students the word music. Work through the syllabication steps on the anchor chart to model how to read the word. <ol style="list-style-type: none"> 1. "The first step says to label the first two vowels. The first two vowels I see are <i>u</i> and <i>i</i>. I will underline them and label them with a <i>v</i>." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the <i>u</i> and <i>i</i> to make my bridge." 3. "The third step says to label the consonants on the bridge. In between the vowels I see the letter <i>s</i>. I will put the letter <i>c</i> under this letter." 4. "The fourth step is to divide using the pattern. We have four different syllable divisions we use when determining where to divide. Looking at the word we are working with, I see the VCV pattern. There are two charts that have a VCV pattern. The charts have a number 1 and 2 on them. This lets us know which syllable division we should try first. According to the charts, we need to try dividing after the first vowel first. I will draw a line in between the <i>u</i> and <i>s</i>." 5. "The fifth step says to identify the syllable types. Today our focus is on open syllables. We said open syllables end in a vowel and spelled with one vowel letter. The first vowel is <i>u</i> and it is the last letter. The first syllable is an open syllable. Above the spelling <i>m-u</i>, I will write an <i>op</i> to represent an open syllable. The second vowel is an <i>i</i> and ends with a consonant <i>c</i>. The second syllable is a closed syllable. Above the spelling <i>s-i-c</i>, I will write a <i>cl</i> because it's a closed syllable." 6. "The sixth and final step says to read each syllable and read the word. Our anchor chart says that open syllables have a long vowel sound. The first syllable is spelled <i>m-u</i>. I read <i>mu-</i>. The second syllable is a closed syllable. We know closed syllables have a short vowel sound. The second syllable is spelled <i>s-i-c</i>. I read <i>-sic</i>. When I read the whole word, I get music." - "I will add this word to our Syllable Types Anchor Chart* as an example of a word with an open syllable." - Repeat the same procedure for the word <i>cupid</i>. <p>We Do:</p> <ul style="list-style-type: none"> - Work through the syllabication steps with students for words <i>pilot</i>, talent, and nonsense word <i>yabof</i>. 													

	<p>6. "The sixth and final step says to read each syllable and read the word. Our anchor chart says that closed syllables have a short vowel sound. The first syllable is spelled <i>n-a-p</i>. I read <i>nap</i>-. The second syllable is spelled <i>k-i-n</i>. I read <i>-kin</i>. When I read the whole word, I get napkin."</p> <p>- "I will add this word to our Syllable Types Anchor Chart as an example of a word with a closed syllable."</p> <p>- Repeat the same procedure for the word dishpan*. * Note: Blends and digraphs are combined and considered one consonant. Dishpan has a VCCV pattern.</p> <ol style="list-style-type: none"> "The first step says to label the first two vowels. The first two vowels I see are <i>i</i> and <i>a</i>. I will underline them and label them with a <i>v</i> which stands for vowel." "The second step says to draw a bridge to connect the vowels. I will draw a line from the <i>i</i> and <i>a</i> to make my bridge." "The third step says to label the consonants on the bridge. In between the vowels I see the letters <i>s, h, and p</i>. I know <i>sh</i> is a digraph. I want to keep blends and digraphs together in words so I will group the <i>s</i> and <i>h</i> together to consider them as one consonant. I will put a small curved line under the <i>s</i> and <i>h</i> to remind me they are grouped and considered one consonant. I will put the letter <i>c</i> under these letters which stand for consonant." <p>- Continue with steps 4-6 of the syllabication steps.</p> <p>We Do:</p> <p>- Work through the syllabication steps with students for word suspect and nonsense words lignin and poplin.</p> <p>* Provide scaffolding supports as needed by individual students.</p>	<ul style="list-style-type: none"> PLEASE NOTE: The word talent, if divided using V/CV pattern, will be the word tälent. Model how to divide this word using the V/CV pattern. "The word tälent does not sound familiar. Have you ever heard that word before? We know that the VCV pattern has two different ways to divide it. Because this word is not familiar to us, let us try dividing this word using the other division pattern for VCV. This means we will go back to step 4 in our syllabication steps." "The fourth step is to divide using the pattern. We tried the first division pattern for VCV words and that word doesn't sound familiar. Let's try the second division pattern for VCV words. According to the second VCV pattern we need to divide after the consonant. I will draw a line in between the <i>i</i> and <i>e</i>." "The fifth step says to identify the syllable types. The first vowel is an <i>a</i> and followed by consonant <i>t</i>. The first syllable is a closed syllable. Above the spelling <i>tal</i>, I will write a <i>cl</i> for closed syllable above it. The second vowel is an <i>e</i> followed by consonant <i>n</i>. I will write a <i>cl</i> for closed syllable above it." "The last step says to read each syllable and read the word. Our first syllable is a closed syllable. Our anchor chart says that closed syllables have a short vowel sound. The first syllable is spelled <i>t-a-t</i>. I read <i>tät</i>-. The second syllable is also a closed syllable. The second syllable is spelled <i>e-n-t</i>. I read <i>-ënt</i>. When I read the whole word, I get talent." "I know the word talent. That is a special ability that allows someone to do something well. Have you ever heard of the word talent? We originally thought this word had an open syllable but once we started dividing this word, we realized that it actually has two closed syllables." <p>* Provide scaffolding supports as needed by individual students.</p>
	<p>Multisyllabic Word Work</p> <p>I Do:</p> <p>- Work through the set of words to guide students in learning how to encode multisyllabic words.</p> <ol style="list-style-type: none"> "The word is figment. I hear two syllables in this word <i>fig-</i> and <i>-ment</i>. I will draw two lines to represent the two syllables I hear." "The first syllable is <i>fig</i>. I hear short vowel /i/, so it is a closed syllable. I spell that <i>f-i-g</i>. I will write this on the first line." "The second syllable is <i>-ment</i>. I hear short vowel /e/, so it is a closed syllable. I spell that <i>m-e-n-t</i>. I will write this on the second line." "I will write the word together and I see the word figment." <p>- Repeat the same procedure for the word gossip.</p> <p>We Do:</p> <p>- Work through encoding with students for words pollen and pastel and nonsense word lepton.</p> <p>* Provide scaffolding supports as needed by individual students.</p>	<p>Multisyllabic Word Work</p> <p>I Do:</p> <p>- Work through the set of words to guide students in learning how to encode multisyllabic words.</p> <ol style="list-style-type: none"> "The word is began." I hear two syllables in this word <i>be-</i> and <i>-gan</i>. I will draw two lines to represent the two syllables I hear." "The first syllable is <i>be-</i>. I hear long vowel /e/, so it is an open syllable. I will write this on the first line." "The second syllable is <i>-gan</i>. I hear short vowel /ä/, so it is a closed syllable. I spell that <i>g-a-n</i>. I will write this on the second line." "I will write the word together and I see the word began." <p>- Repeat the same procedure for the word lilac.</p> <p>We Do:</p> <p>- Work through encoding with students for words pretend and hotel and nonsense word bunop.</p> <p>* Provide scaffolding supports as needed by individual students.</p>
	<p>Dictation</p> <p>- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding.</p> <ul style="list-style-type: none"> problem rabbit magnet <p>* Provide scaffolding supports as needed by individual students.</p>	<p>Dictation</p> <p>- Dictate the words below to students and have them write them. Immediately following each word, show students the word spelled correctly to check for understanding.</p> <ul style="list-style-type: none"> deduct basic frozen <p>* Provide scaffolding supports as needed by individual students.</p>
	<p>* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.</p> <ul style="list-style-type: none"> Teacher models skill, rule, code Students write rule, practice code Independent practice Peer check Applied text <p>Day 4: Phonemic Awareness, Heggerty Wk 4</p>	
	<p>* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.</p> <p>Day 2: Open Syllable WS & PM</p> <ul style="list-style-type: none"> Teacher models skill, rule, code Students write rule, practice code Independent practice spelling <p>Day 3: Open syllable, code, decode, spell</p>	

	<p>Skill practice - Closed syllable (see WS #2 in the packet link)</p> <p>Day 5: PM (see packet link for PM)</p>	<p>- Intro to fluency text Mythical Beasts and Magical Creatures</p> <p>Day 4: Fluency and Comp, WS page 6</p> <p>Day 5: PM</p>
<p>Progress Monitor/ Assessment</p> <p><i>Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)</i></p>	<p>Progress Monitor/ Assessment</p> <p><i>Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)</i></p>	<p>Progress Monitor/ Assessment</p> <p><i>Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)</i></p>
n/a	1. Closed Syllables (2023/24)	2. Open Syllable (2023/24)

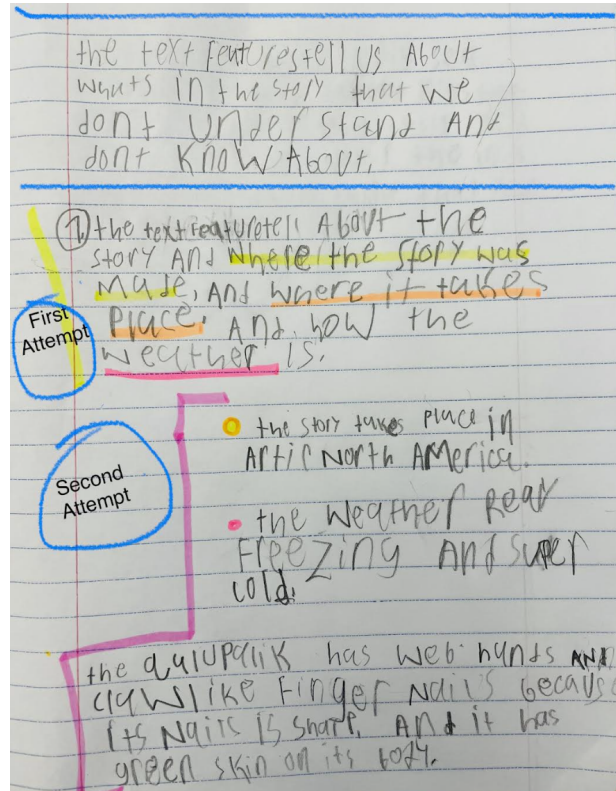
WEEK 4= 10/31-11/03	WEEK 5= 11/07-11/9	WEEK 6= 11/14-11/18
<p>Learning Targets</p> <p><u>MKS LT's</u> I can identify the vowel sounds and syllables in multisyllabic words using the open and closed syllables. I can fluently read with proper phrasing and expression.</p> <p>I can extend comprehension through using text features.</p> <p><u>Character LT's</u> I will quiet my inner voice so that I can receive new ideas and free space to evolve my thinking; Kuumba.</p>	<p>Learning Targets</p> <p><u>MKS LT's</u> I can identify the vowel sounds and syllables in multisyllabic words using the open and closed syllables. I can fluently read with proper phrasing and expression. I can extend comprehension through using text features.</p> <p><u>Character LT's</u> I will quiet my inner voice so that I can receive new ideas and free space to evolve my thinking; Kuumba.</p>	<p>Learning Targets</p> <p>- <u>no KACS, school closure</u></p>
<p>Materials Needed</p>	<p>Materials Needed</p>	<p>Materials Needed</p>
<p>Open Syllable WS & PM Open:Closed Syllable WSs.pdf</p>	<p>Open:Closed Syllable WSs.pdf</p>	
<p>Weekly Lesson Plan <i>Indicate how long each lesson will be on each day & include general instruction strategies for each day.</i></p>	<p>Weekly Lesson Plan <i>Indicate how long each lesson will be on each day & include general instruction strategies for each day.</i></p>	<p>Weekly Lesson Plan <i>Indicate how long each lesson will be on each day & include general instruction strategies for each day.</i></p>
<p>Day 1 - No RTI Day 2 - Review PM, Spelling, Open/Closed Sort (page 4) Day 3 - text features. Teacher explains, and shows examples from another text. Students find a text feature on the passage, read and analyze what helpful information it gives. Provide written reflection.</p>	<p>Day 1 - Coding practice (above packet). Summary. Paragraph 3 Day 2 - Summary. Model/practice. Students rewrite or add to the original. Students cut paragraph summaries out, one at a time, and paste on a new page. Day 3 - Coding practice. Model/Practice gathering details and generalizing them. Background game: Name things in the same category (colors, desserts, undersea animals). Show students that we take these smaller</p>	<p>no KACS - - - - - Prior Knowledge: Hold up 2-3 examples of text [book, story, etc], ask, "As I look at the cover and look through the text, I am getting ideas about what sort of information I will get from this text. What sort of information might you get from this text? [Affirm. "I'm hearing you say...]</p>

Day 4 - Code practice/open syllables. Text features. Identify what and why. Summarize. Model, students write, paragraph 1

Day 5 - Code practice/open syllables. Text features. Identify what and why. Summarize. Model, students write, paragraph 2

things and chunk them into a category. We want to do this when we read too. We gather the details, think about how they relate, and chunk them into the main idea/topic/theme.

Use paragraph 1 to model how to do this. Paragraph one includes geographical details and physical features of the Qalupalik. Ask students to reread their original paragraph 1 and rewrite this using the details and generalizations we modeled.



Day 4 - PM

Cue Words to Help Identify Text Structures

Cause and Effect	<i>as a result, because, therefore, caused by, led to</i>
Problem and Solution	<i>the issue, need to prevent, answer, response, to solve the problem</i>
Comparison and Contrast	<i>in contrast, instead, in comparison, the same as, difference, compared to</i>
Questions and Answers	A question is usually noted, and an answer follows.
Description	<i>for example, specifically, characteristics are, a description of</i>
Sequencing	<i>next, finally, afterward, following, before, after, to start with</i>

Introduction: Text is written in various structures. This makes it easier for readers to understand what they're reading. Today I am going to model for you how to determine what type of text structure you're reading. Post a chart with the six most common text structures: cause and effect, problem and solution, questions and answers, comparison and contrast, description, and chronological order, as well as some cue words for each of the text structures. These are the six most common text structures and the cue words that will help you determine the type of text structure you're reading. As I read the texts today, I'm going to think aloud about what type of structure the text might have.

Student Practice: Give a group six short pieces of text and six index cards. Each index card should include a list of cue words that matches a text structure. Have students work together, reading each piece of text and determining its

	<p>Day 5 - No School</p> <div style="border: 1px solid black; padding: 5px;"> <p>Two-Syllable Words with Silent e</p> <table border="1"> <thead> <tr> <th colspan="2">Compound Words</th> <th colspan="2">Closed/Silent e Words</th> </tr> </thead> <tbody> <tr><td>backbone</td><td>lifetime</td><td>admire</td><td>entire</td></tr> <tr><td>baseline</td><td>milestone</td><td>advise</td><td>escape</td></tr> <tr><td>bedside</td><td>online</td><td>collide</td><td>excuse</td></tr> <tr><td>bedtime</td><td>pancake</td><td>combine</td><td>exhale</td></tr> <tr><td>clambake</td><td>pinecone</td><td>commute</td><td>expose</td></tr> <tr><td>classmate</td><td>pipeline</td><td>compete</td><td>inhale</td></tr> <tr><td>cupcake</td><td>shipmate</td><td>compile</td><td>invade</td></tr> <tr><td>fireside</td><td>sideline</td><td>compose</td><td>invite</td></tr> <tr><td>flagpole</td><td>sidestep</td><td>compute</td><td>mistake</td></tr> <tr><td>handmade</td><td>sidetrack</td><td>confide</td><td>Neptune</td></tr> <tr><td>handshake</td><td>sunrise</td><td>confuse</td><td>reptile</td></tr> <tr><td>hillside</td><td>sunshine</td><td>console</td><td>suppose</td></tr> <tr><td>homemade</td><td>timeline</td><td>consume</td><td>tadpole</td></tr> <tr><td>inside</td><td>website</td><td>dispose</td><td></td></tr> <tr><td>lakeside</td><td>whitecap</td><td></td><td></td></tr> </tbody> </table> </div>	Compound Words		Closed/Silent e Words		backbone	lifetime	admire	entire	baseline	milestone	advise	escape	bedside	online	collide	excuse	bedtime	pancake	combine	exhale	clambake	pinecone	commute	expose	classmate	pipeline	compete	inhale	cupcake	shipmate	compile	invade	fireside	sideline	compose	invite	flagpole	sidestep	compute	mistake	handmade	sidetrack	confide	Neptune	handshake	sunrise	confuse	reptile	hillside	sunshine	console	suppose	homemade	timeline	consume	tadpole	inside	website	dispose		lakeside	whitecap			<p>structure by using the cue-word cards as a guide. Then ask students to complete the Structures of Text graphic organizer on their own.</p>
Compound Words		Closed/Silent e Words																																																																
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<p>Modified instructional week, no PM.</p>	<p><u>2.B Open Syllables (23/24)</u></p>	<p>Decoding 6/6: Encoding: 6/6: Fluency P.E.A.R:</p>																																																																

Closed Syllable Words

Two-Syllable Words (VCCV)

absent	conduct	expand	picnic	sunset
basket	contact	expect	piglet	until
cactus	content	insect	pigpen	velvet
canyon	contest	insult	plastic	
catfish	discuss	invent	pretzel	
catnap	disgust	magnet	problem	
catnip	disrupt	napkin	public	

Three-Syllable Words

accomplish	basketball	establish	investment
Atlantic	consistent	fantastic	snadragon



Two-Syllable Words – Open Syllables

Open Syllable/Closed Syllable

bacon	legal	protest
basic	local	pupil
bison	minus	raven
direct	moment	robot
even	motel	rodent
final	music	silent
focus	open	siren
frequent	pilot	student
hotel	prefix	total
human	pretend	tulip
humid	pretest	unit
item	prevent	Venus
label	protect	yodel

Open Syllable/Silent e Syllable

beside	provide
Chinese	refuse
donate	remote
female	revise
humane	rival
locate	rotate
ozone	unite
polite	vacate
profile	



Two-Syllable Words – Open Syllables

Open Syllable/Vowel Combination Syllable

belief	domain	remain
cocoa	ideal	repeat
decoy	pronoun	reveal
delay	rebound	
detail	relay	

Open Syllable/Vowel-r Syllable

acorn	paper	return
humor	polar	solar
major	prefer	spider
minor	radar	super
motor	refer	tiger
over	report	



Three-Syllable Words – Open Syllables

Three-Syllable Words

abdomen	refreshment
commuter	remember
demolish	republic
domestic	romantic
electric	utensil
equipment	



Two-Syllable Words with Silent e

Compound Words

backbone
baseline
bedside
bedtime
clambake
classmate
cupcake
fireside
flagpole
handmade
handshake
hillside
homemade
inside
lakeside

lifetime
milestone
online
pancake
pinecone
pipeline
shipmate
sideline
sidestep
sidetrack
sunrise
sunshine
timeline
website
whitecap

Closed/Silent e Words

admire
advise
collide
combine
commute
compete
compile
compose
compute
confide
confuse
console
consume
dispose

entire
escape
excuse
exhale
inhale
invade
invite
mistake
Neptune
reptile
suppose
tadpole



Three-Syllable Words with Silent e

Three-Syllable Words

compensate
contribute
demonstrate
distribute
incomplete
lemonade
postponement
valentine



Word Chains

Consonant Blends

lip	tap	spot	cat	test
slip	trap	pot	cast	west
sip	rap	plot	last	wet
sit	rip	lot	list	went
fit	trip	lit	lint	wept
fist	grip	lift	flint	swept



Word Chains

Long Vowels

rip	tap	back	spoke
ripe	tape	bake	spike
rope	take	lake	spine
cope	tale	lane	spin
cape	tile	line	pin
cane	mile	lone	pine



Word Chains

Consonant Blends & Digraphs

rug	dash	rush	hug
lug	cash	crush	hung
luck	mash	crash	hang
lick	math	rash	sang
click	bath	wash	sing
chick	bats	wish	sting
check	hats	with	sling



word chain w/digraph, blends final
picture - notice wonder
sound review, r-controlled

How do I use a Word Chain?

Encoding (spelling) practice:

- Change *sat* to *hat*.
- What letter do you need to change *sat* to *hat*?
- What would you have to do to change *cat* into *cast*?

Decoding (reading) practice:

- Change the *s* in *sat* to an *h*. What word do you have?
- Change the */s/* in *sat* to a */h/*. Read your new word.
- If I put an *s* right here in *cat*, what word does that spell?

What makes a good Word Chain?

CVC Words
Letters needed: a, b, c, f, g, h, n, o, p, r, t, u

Let's begin with the word	fun
Now, change it to	run
Change the u to o, what word did you get?	ron
Now, change it to	rot
Change the r to h, what word did you get?	hot
Now, change it to	hat
Change the a to u, what word did you get?	hut
Now, change it to	nut
Change the n to c, what word did you get?	cut
Now, change it to	cup
Change the u to a, what word did you get?	cap
Now, change it to	tap
Change the p to g, what word did you get?	tag
Now, change it to	hag
Change the a to u, what word did you get?	hug
Now, change it to	rug
Change the r to b, what word did you get?	bug
Now, change it to	bun
Change the h to n, what word did you get?	nun

Vowel Digraph words
Letters needed: a, b, c, e, g, i, m, o, s, t, w, y

Let's begin with the word	team
Now, change it to	beam
Change the M to T, what word did you get?	beat
Now, change it to	beast
Change EA to OA, what word did you get?	boast
Now, change it to	coast
Take out the S, what word did you get?	coat
Now, change it to	goat
Change the G to B, what word did you get?	boat
Now, change it to	oat
Change OA back to EA, what word is that?	eat
Now, change it to	east
Add Y at the beginning, what word is it?	yeast
Now, change it to	feast
Take out the S, what word did you get?	feat
Now, change it to	beat
Change EA to AI, what word did you get?	bait
Now, change it to	wait
Add S before the T, what word did you get?	wait

What makes a good Word Chain?

Let's begin with the word	team
Now, change it to	beam
Change the M to T, what word did you get?	beat
Now, change it to	beast
Change EA to OA, what word did you get?	boast
Now, change it to	coast
Take out the S, what word did you get?	coat

encoding
decoding
encoding
decoding
encoding
decoding

är Words

Single Syllable är Words

arm far scarf
 art farm shark
 bar hard sharp
 bark harm smart
 barn harsh snarl
 car jar spark
 card march star
 cart mark starch
 charm mart start
 chart park tar
 dark part yard
 dart scar yarn

Two-Syllable är Words

armrest parsnip
 artist sandbar
 barnyard sharkskin
 carpet starfish
 carton starship
 darkness target
 darling
 farmyard
 garden
 garlic
 harvest
 market



ôr Words

Single Syllable ôr Words

born porch
 cord pork
 corn port
 for short
 fork snort
 form sort
 fort sport
 horn storm
 morn thorn
 nor torch
 north torn
 or worn

Two-Syllable ôr Words

correct
 forget
 homet
 morning
 orbit
 organ
 passport
 pitchfork
 popcorn
 shortcut
 shortstop
 windstorm



ûr Words

Single Syllable ûr Words (er, ir & ur)

birch first skirt
 bird fur slurp
 birth girl stir
 burn her surf
 burst herd swirl
 chirp hurt term
 church jerk third
 clerk perch thirst
 curb perm turn
 curl purr twirl
 dirt shirt verb
 fir sir whirl

Two-Syllable Words (er, ir & ur)

birdcage perfume
 blackbird perhaps
 burro person
 disturb stirrup
 expert sunburn
 lantern surprise
 modern thermos
 percent turnip
 perfect



Words with Vowel-r Syllables

Vowel-r and Closed Syllables

blister garden pattern
 carpet lobster perfect
 chapter market popcorn
 forget number target

Vowel-r and Open Syllables

baker later spider
 clover paper super
 fever return tiger



[Copy of Lexia Lesson Vowel Combinations eigh.pptx](#)
[Copy of Lexia Lesson Vowel Combinations igh.pptx](#)
[Copy of Lexia Lesson Vowel Combinations ow, ou.pptx](#)
[Copy of Lexia Lesson Vowel Combinations oi, oy.pptx](#)
[Copy of Lexia Lesson Vowel Combinations au, aw.pptx](#)
[Copy of Lexia Lesson Vowel Combinations oo.pptx](#)
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[Copy of Lexia Lesson Vowel Combinations ie.pptx](#)
[Copy of Lexia Lesson Vowel Combinations ea.pptx](#)
[Copy of Lexia Lesson Long Vowel Team oe.pptx](#)
[Copy of Lexia Lesson Long Vowel Team ay.pptx](#)
[Copy of Lexia Lesson Long Vowel Team ie.pptx](#)
[Copy of Lexia Lesson Long Vowel Team ea.pptx](#)
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[Copy of Lexia Lesson Spelling Rule FLSZ, Lesson 1.pptx](#)

Two-Syllable Words with Vowel Combinations

Word List

bamboo	instead
bedroom	midnight
below	mushroom
betray	oatmeal
coffee	oboe
complain	peanut
crayon	regain
decay	relay
elbow	sailboat
enjoy	shampoo
footprint	subway



<p>Day 1: Unpack LT (1 min); HFW (3 min); Chaining Practice: (2min); Decoding Practice: (5 min); Encoding Practice: (5min); Whisper Read (10 min), Partner Read (4 min) and Choral Read (1 min);</p>	<p>Day 3: Unpack LT (1 min); HFW (3 min); Chaining Practice: (2min); Decoding Practice: (5 min); Encoding Practice: (5min); Whisper Read (10 min), Partner Read (4 min) and Choral Read (1 min);</p>	<p>Day 4: Unpack LT (1 min); Whisper Read (10 min), Partner Read (4 min) and Choral Read (1 min); HFW (3 min); Chaining Practice: (2min); Decoding Practice: (5 min); Encoding Practice: (5min);</p>
		<p>Day 5: Review Book first (15 min), PM (10 min), Goal Setting.(5 min)</p>

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