



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, vowel team syllables, and r-controlled. 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= 11/27-12/1	WEEK 2= 12/4-12/8	WEEK 3= 12/11-12/15
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
Weekly Lesson Plan	Weekly Lesson Plan	Weekly Lesson Plan
<p><i>Indicate how long each lesson will be on each day & include general instruction strategies for each day.</i></p>	<p><i>Indicate how long each lesson will be on each day & include general instruction strategies for each day.</i></p>	<p><i>Indicate how long each lesson will be on each day & include general instruction strategies for each day.</i></p>

Progress Monitor/ Assessment <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>	Progress Monitor/ Assessment <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>	Progress Monitor/ Assessment <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>

WEEK 4= 12/18-12/22	WEEK 5= 1/8 -1/12	WEEK 6= 1/15-1/19
Learning Targets	Learning Targets	Learning Targets
<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 . <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.	<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 . <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.	- <u>no KACS, school closure</u>
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<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>no KACS - - - - -</p> <p>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> <table border="1" data-bbox="1394 678 1999 1122"> <thead> <tr> <th colspan="2" data-bbox="1394 678 1999 721">Cue Words to Help Identify Text Structures</th> </tr> </thead> <tbody> <tr> <td data-bbox="1394 721 1619 789">Cause and Effect</td> <td data-bbox="1619 721 1999 789"><i>as a result, because, therefore, caused by, led to</i></td> </tr> <tr> <td data-bbox="1394 789 1619 857">Problem and Solution</td> <td data-bbox="1619 789 1999 857"><i>the issue, need to prevent, answer, response, to solve the problem</i></td> </tr> <tr> <td data-bbox="1394 857 1619 925">Comparison and Contrast</td> <td data-bbox="1619 857 1999 925"><i>in contrast, instead, in comparison, the same as, difference, compared to</i></td> </tr> <tr> <td data-bbox="1394 925 1619 993">Questions and Answers</td> <td data-bbox="1619 925 1999 993">A question is usually noted, and an answer follows.</td> </tr> <tr> <td data-bbox="1394 993 1619 1062">Description</td> <td data-bbox="1619 993 1999 1062"><i>for example, specifically, characteristics are, a description of</i></td> </tr> <tr> <td data-bbox="1394 1062 1619 1122">Sequencing</td> <td data-bbox="1619 1062 1999 1122"><i>next, finally, afterward, following, before, after, to start with</i></td> </tr> </tbody> </table> <p>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</p>	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>
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		<p>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.</p> <p>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 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>
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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	tor
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](#)
[Copy of Lexia Lesson Vowel Combinations ue, ew.pptx](#)
[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](#)
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[Copy of Lexia Lesson Long Vowel Team ai.pptx](#)
[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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