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KUUMBA Academy Charter School

Six Week Instructional Plan for Teacher-Led RtI Instruction

Student Names & Data

[Data Wall 2023-2024]

Student Name	MAP score Fall	MAP % Fall	MAP Score Winter	MAP % Winter	Map - (1 yr. growth) 1.25 growth by EOY		
					Percentile Points	Winter Target	Spring Target
5B 11:30-12:00 (McDonald) ***Fall→Winter:							
Dakota Williams (5B)	174	3rd			(11) 14	188	195
Prenyce Triplett	195	6th			(11) 14	201	208
Mahky Tyler	191	6th			(11) 14	198	205
Kakawana Chandler	173	7th			(11) 14	179	186
Nasir Lamb	199	10th			(9) 11	205	212
Erin Limberry	195	19th			(8) 10	201	208
5A 1:00-1:30 (Gicker) ***Fall→Winter:							
Jaiydn Robinson (5A)	196	1st			(13) 16	203	210
Brielle Richards	170	2nd			(11) 14	177	184
Jace Stovall	173	3rd			(12) 15	181	188
Jyeaira Gill	180	7th			(11) 14	187	194
Jacion Richardson	192	22nd			(9) 11	198	203

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Dylan Prosceno	185	12th			(9) 11	191	196
5A 2:30-3:00 (Blevins) ***Fall→Winter:							
Ma'Liyaah Mckie (5C)	180	7th%			(10) 13	186	193
Nazih Walker	185	12%			(11) 14	192	199
Nia Riley	186	13th			(10) 13	192	199
Journee Turner-Jones	187	14%			(9) 11	193	198
Germani Bell	196	30th%			(8) 10	201	206
Elle Guichard	193	24th%			(10) 13	199	206

Behavior Targets

- 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→

The synthesized learning of all 6 weeks learning targets.

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.
5. I can identify important details of a nonfiction text and summarize them into a theme verbally and in writing.
6. I can increase vocabulary and morphological awareness.
7. ~~I can identify text structures in order to support self-monitoring and comprehension.~~

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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**
I will practice, set goals, and reflect on our five norms across each day. I will write and describe my 'reading identity.' I will share my 'reading identity.'	MKS LT's I can identify the vowel sounds and syllables in multisyllabic words using the **closed syllable type**. I can fluently read with proper phrasing and expression. I can examine the spelling of vowel sounds in a printed word and determine the **Closed syllable type.** Character LT's I will quiet my inner voice so that I can receive new ideas and free space to evolve my thinking; Kuumba.	MKS LT's I can identify the vowel sounds and syllables in multisyllabic words using the **open syllable type**. I can fluently read with proper phrasing and expression. I can examine the spelling of vowel sounds in a printed word and determine the **open syllable type.** I can monitor comprehension using **text structure.** Character LT's I will quiet my inner voice so that I can receive new ideas and free space to evolve my thinking; Kuumba.
Materials Needed	**Materials Needed**	**Materials Needed**
Nguzo Saba Reflection Journal And MORE Reading Identity Document Class Norms (6).pdf paper, pencil, markers, etc for name tags, folders	Goal Setter, Personalized Zwolak DATA Tracker Template 2023-2024 Data Setting - Key Words Student Data Fall 2023 2024 Closed Syllable WS Resource Room Word List Samples: multisyllable words with closed syllables paper, pencil, markers, etc for name tags, folders	Open Syllable WS & PM TIER 2 and TIER 3 VOCABULARY TERMS – COMMON CORE STATE STANDARDS ADD TO: ARRANGE: COLLABORATE: COMPARE/CONTRAST:
Weekly Lesson Plan *Indicate how long each lesson will be on each day & include general instruction strategies for each day.*	**Weekly Lesson Plan** *Indicate how long each lesson will be on each day & include general instruction strategies for each day.*	**Weekly Lesson Plan** *Indicate how long each lesson will be on each day & include general instruction strategies for each day.*

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Day 1: name tags, norm #1 - Kuumba

Day 2: name tags, norm #2 - Ujima

Day 3: Reading Identity, norm #3 - Imani

Day 4: Reading Identity and share, norm #4 - Kujichagulia

Day 5: Goal set, norm #5 - Nia, Umoja

Day 1: Goal set

Day 2: Goal set

Day 3: Phonics Closed Syllables

Lesson Component:	Instruction:
Introduction	- 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. 1. "Today's lesson is on closed syllables. A closed syllable ends in one or more consonants. For example, in the word *cat*, the *a* is followed by the consonant *t*. The word *cat* 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.
Multisyllabic Word Reading	I Do: - Show students the word **napkin**. Follow the syllabication steps on the anchor chart to model how to read the word. 1. "The first step says to label the first two vowels. The first two vowels I see are *a* and *i*. I will underline them and label them with a v which stands for vowel." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the *a* and *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 *p* and *k*. I will put the letter c 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. I will draw a line in between the *p* and *k*." 5. "The fifth step says to identify the syllable types. Today our focus is on closed syllables. We said closed syllables end in one or more consonants and are spelled with one vowel letter. The first vowel is *a* and ends with consonant *p*. The first syllable is a closed syllable. Above the spelling *nap-*, I will write a cl to represent a closed syllable. The second vowel is an *i* and ends with a consonant *n*. The second syllable is a closed syllable. Above the spelling *-kin*, I will write a cl because it's a closed syllable."

Day 1: Spelling, closed syllables, PM review

SYLLABLES *OPEN*

***Focus*:** Every syllable in a word has only **one vowel sound**. The focus in this lesson is on open syllables. An open syllable ends in a vowel. The vowel sound is long and spelled with one vowel letter.

Lesson Component:	Instruction:
Introduction	- Remind students that every syllable in a word has only one vowel sound. 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.
Multisyllabic Word Reading	I DO: - Show students the word **music**. Work through the syllabication steps on the anchor chart to model how to read the word. 1. "The first step says to label the first two vowels. The first two vowels I see are *u* and *i*. I will underline them and label them with a v." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the *u* and *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 *s*. I will put the letter c 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 *u* and *s*." 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 *u* and it is the last letter. The first syllable is an open syllable. Above the spelling *m-u*, I will write an op to represent an open syllable. The second vowel is an *i* and ends with a consonant *c*. The second syllable is a closed syllable. Above the spelling *s-i-c*, I will write a cl 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 *m-u*. I read *mu-*. The second syllable is a closed syllable. We know closed syllables have a short vowel sound. The second syllable is spelled *s-i-c*. I read *-sic*. 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 **cupid.** We Do: - Work through the syllabication steps with students for words **pilot, talent,** and nonsense word **yabof.**

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	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 *n-a-p*. I read *nap-*. The second syllable is spelled *k-i-n*. I read *-kin*. When I read the whole word, I get **napkin**." - "I will add this word to our Syllable Types Anchor Chart as an example of a word with a closed syllable." - Repeat the same procedure for the word **dishpan***. * Note: Blends and digraphs are combined and considered one consonant. Dishpan has a VCCV pattern. 1. "The first step says to label the first two vowels. The first two vowels I see are *i* and *a*. I will underline them and label them with a v 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* and *a* to make my bridge." 3. "The third step says to label the consonants on the bridge. In between the vowels I see the letters *s*, *h*, and *p*. I know *sh* is a digraph. I want to keep blends and digraphs together in words so I will group the *s* and *h* together to consider them as one consonant. I will put a small curved line under the *s* and *h* to remind me they are grouped and considered one consonant. I will put the letter c under these letters which standards for consonant." - Continue with steps 4-6 of the syllabication steps. We Do: - Work through the syllabication steps with students for word **suspect** and nonsense words **lignin** and **poplin**. * Provide scaffolding supports as needed by individual students.	• PLEASE NOTE: The word talent, if divided using V/CV pattern, will be the word tālent. Model how to divide this word using the VC/V pattern. • "The word **tālent** 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." 4. "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 *l* and *e*. 5. "The fifth step says to identify the syllable types. The first vowel is an *a* and followed by consonant *l*. The first syllable is a closed syllable. Above the spelling *tal*, I will write a cl for closed syllable above it. The second vowel is an *e* followed by consonant *n*. I will write a cl for closed syllable above it. 6. "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 *t-a-l*. I read *tăl-*. The second syllable is also a closed syllable. The second syllable is spelled *e-n-t*. I read *-ĕnt*. 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." * Provide scaffolding supports as needed by individual students.
Multisyllabic Word Work	I Do: - Work through the set of words to guide students in learning how to encode multisyllabic words. 1. "The word is **figment**. I hear two syllables in this word *fig-* and *-ment*. I will draw two lines to represent the two syllables I hear." 2. "The first syllable is *fig*. I hear short vowel */ĭ/*, so it is a closed syllable. I spell that *f-i-g*. I will write this on the first line." 3. The second syllable is *-ment*. I hear short vowel */ĕ/*, so it is a closed syllable. I spell that *m-e-n-t*. I will write this on the second line." 4. "I will write the word together and I see the word **figment**." - Repeat the same procedure for the word **gossip**. We Do: - Work through encoding with students for words **pollen** and **pastel** and nonsense word **lepton.** * Provide scaffolding supports as needed by individual students.	I Do: - Work through the set of words to guide students in learning how to encode multisyllabic words. 1. "The word is **began**." I hear two syllables in this word *be-* and *-gan*. I will draw two lines to represent the two syllables I hear." 2. "The first syllable is *be-*. I hear long vowel */ē/*, so it is an open syllable. I will write this on the first line." 3. "The second syllable is *-gan*. I hear short vowel */ă/*, so it is a closed syllable. I spell that *g-a-n*. I will write this on the second line." 4. "I will write the word together and I see the word **began**." - Repeat the same procedure for the word **lilac**. We Do: - Work through encoding with students for words **pretend** and **hotel** and nonsense word **bunop.** * Provide scaffolding supports as needed by individual students.
Dictation	- 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. • problem • rabbit • magnet * Provide scaffolding supports as needed by individual students.	- 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. • deduct • basic • frozen * Provide scaffolding supports as needed by individual students.
	* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.	* Syllables Type Anchor Chart, Syllabication Anchor Chart, and Division Charts can be found in the Appendices.
	- Teacher models skill, rule, code - Students write rule, practice code - Independent practice - Peer check - Applied text **Day 4:** Phonemic Awareness, Heggerty Wk 4 Skill practice - Closed syllable (see WS #2 in the packet link)	**Day 2**: Open Syllable WS & PM - Teacher models skill, rule, code - Students write rule, practice code - Independent practice - spelling **Day 3:** Open syllable, code, decode, spell

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

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WEEK 4= 10/31-11/03	WEEK 5= 11/07-11/9	WEEK 6= 11/14-11/18
Learning Targets	**Learning Targets**	**Learning Targets**
MKS LT's 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.** Character LT's I will quiet my inner voice so that I can receive new ideas and free space to evolve my thinking; Kuumba.	MKS LT's 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.** Character LT's I will quiet my inner voice so that I can receive new ideas and free space to evolve my thinking; Kuumba.	- no KACS, school closure
Materials Needed	**Materials Needed**	**Materials Needed**
Open Syllable WS & PM Open:Closed Syllable WSs.pdf	Open:Closed Syllable WSs.pdf	
Weekly Lesson Plan *Indicate how long each lesson will be on each day & include general instruction strategies for each day.*	**Weekly Lesson Plan** *Indicate how long each lesson will be on each day & include general instruction strategies for each day.*	**Weekly Lesson Plan** *Indicate how long each lesson will be on each day & include general instruction strategies for each day.*
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. 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	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 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.	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…]

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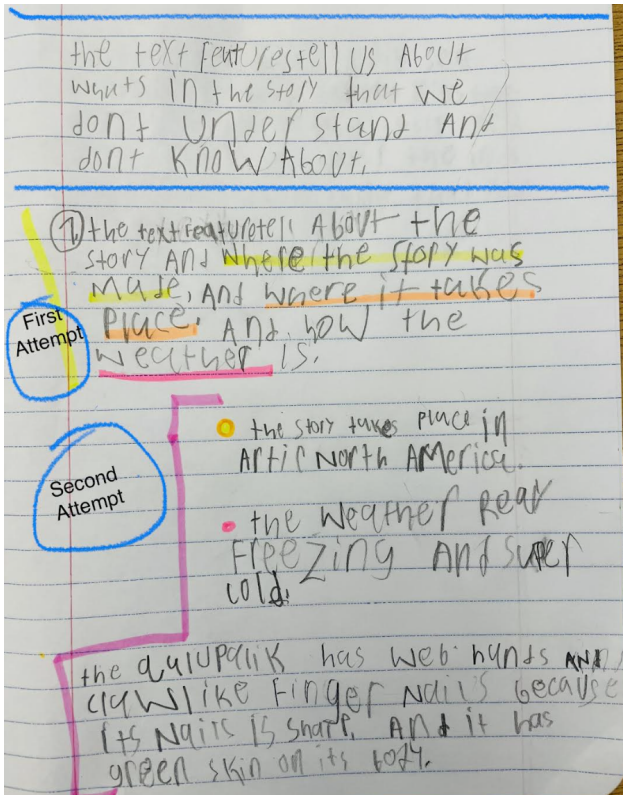
Use paragraph 1 to model how to do this. Paragraph one includes geographical details and physical features of the Qalupalik. Ask students to reread their original paragraph 1 and rewrite this using the details and generalizations we modeled.



Day 4 - PM

Day 5 - No School

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

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 structure by using the cue-word cards as a guide. Then ask students to complete the Structures of Text graphic organizer on their own.

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	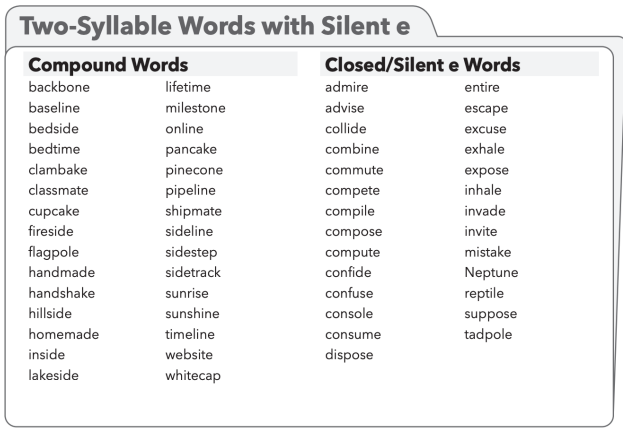	
Progress Monitor/ Assessment *Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)*	**Progress Monitor/ Assessment** *Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)*	**Progress Monitor/ Assessment** *Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)*
Modified instructional week, no PM.	**2.B Open Syllables (23/24)**	**Decoding 6/6:** **Encoding: 6/6:** **Fluency P.E.A.R:**

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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	snapdragon

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	

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Two-Syllable Words with Silent e

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		

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

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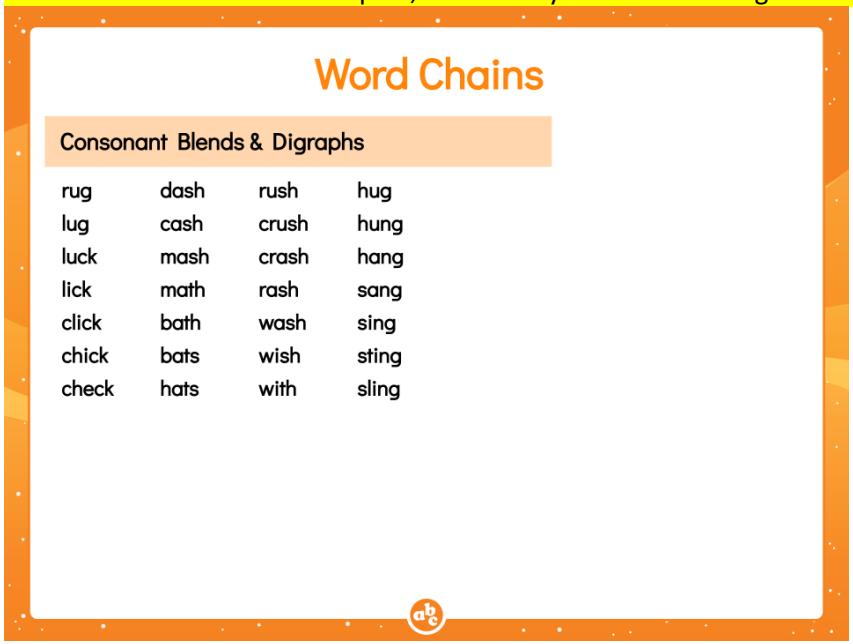

word chain w/digraph, blends final
picture - notice wonder
sound review, r-controlled

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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 b to n, what word did you get?	run

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?	waist

What makes a good Word Chain?

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

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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
hornet
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

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Copy of Lexia Lesson_ Vowel Combinations igh.pptx
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Copy of Lexia Lesson_ Vowel Combinations oi, oy.pptx
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Copy of Lexia Lesson_ Long Vowel Team ee.pptx
Copy of Lexia Lesson_ Long Vowel Team oa.pptx
Copy of Lexia Lesson_ Long Vowel Team ai.pptx
Copy of Lexia Lesson_ Spelling Rule_ FLSZ, Lesson 1.pptx

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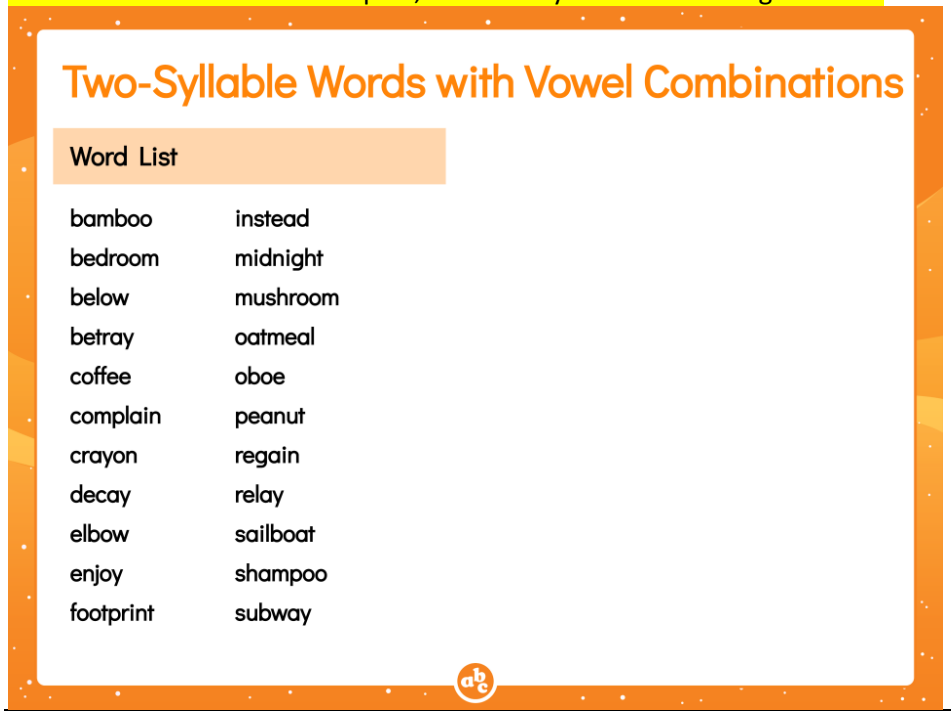

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New Increments: *g* That Sounds Like *j*

"Echo these words and listen for a sound that they all have in common: germ, ginger, gym." *germ, ginger, gym*

"What sound do you hear in all of these words?" */j/*

"Look at these words and see what is making that sound."

- Write the words on the board.

"What is making the /j/ sound?" *g*

"How many of you knew that the letter g could sound like the letter j?"

- Allow time for children to respond.

"When does g sound like j?" *expect various answers*

"The letter g usually sounds like the letter j when it is followed by the letters e, i, or y."

"Are all of these g's followed by the letters e, i, or y?" *yes*

"That's right! This means that these g's will make a /j/ sound."

"When we see the letter g before the letters e, i, or y, we will code the g with a dot to remind us that it sounds like a j."

"This dot is just like the dot over the letter j. Let me show you."

- Dot the *g*'s. For example:

ġerm

- Point to "germ."

"What other coding does this word need?"
arc under combination er

- Code the word:

ġerm

"Who can read this word and use it in a sentence?"

- Allow time for children to do this.
- Point to "ginger."

"What other coding does this word need?"
divide the word using the "vccv" pattern; accent the first syllable; put an arc under combination er; put a breve over the i

- Code the word:

ġĭn/ġer
vc | c v

"Who can read this word and use it in a sentence?"

- Allow time for children to do this.
- Point to "gym."

"What other coding does this word need?"
code the y with a breve and a dot

- Code the word:

ġў̆m

"Why is the y coded this way?" *because it sounds like a short i*

"Who can read this word and use it in a sentence?"

- Allow time for children to do this.
- Leave the words on the board for children to refer to when completing their worksheets.

j comma *g*
2. large
3. gentle
4. page

Have children put their practice sheets in their Homework Folders.
Add cards to Review Deck.

Spelling Rule Wall Card 6

j, g

"Now let's spell some words that have g that sounds like j. Put your finger on #2. Spell the word 'large.'"

- Repeat with #3 (gentle) and #4 (page).
- Spell each word out loud after children have had time to write it so they can check their work immediately.
- Have children put their practice sheets in their Homework Folders.

➤ **Note:** *The new picture card should be added to the Review Deck (and the letter and spelling cards should be re-inserted). Store Picture Card 84 behind Picture Card 15 and show these cards in this order for the remainder of the year.*

"I have a new rule card today that shows you how to spell the /j/ sound."

- Hold up **Spelling Rule Wall Card 6.**

"This rule card says that when the /j/ sound occurs before the letters a, o, or u, the sound is spelled with the letter j."

- Point to and explain each of the examples given.

"When the /j/ sound occurs before the letters e, i, or y, the sound is spelled with the letter g."

- Point to and explain each of the examples given.

saxon WS's (dropping, etc) https://drive.google.com/drive/u/1/folders/1Geh5L2tAA-lAL9-v_ir8aCz2UKJPI0Wd

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- Write the following sentences on the board, one at a time:

Plaster is made from gypsum.
This girl might eat butterscotch candy.

- Select children to come to the board and code the words. The words should be coded as follows:

Plăs´ter ĭs mād~~e~~ from gўp´sŭm.
v c cv vc cv
~~Th~~ĭs girl mi~~gh~~t ē~~a~~t bŭt´ter sc~~h~~ŏ~~r~~ch căn´dў.
vc cv v c v

➤ **Note:** *Circling the sight word "from" is optional.*

- Once the sentences are correctly coded, have children read them.
- Leave the sentences on the board for children to refer to when completing their worksheets.

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Name _____

The Rule vc|cvc|cv

1. i m p o r t a n t
2. b u n n y
3. n i c e
4. f a n t a s t i c
5. c u d d l e
6. s a i l

Spelling with Final, Stable Syllables

Some people think termites look like black ants, but they are not ants. Termites make their nests in damp wood. The termite queen is full of eggs. She lays eggs, and then the worker termites take care of the eggs. The queen may lay more than 3,000,000 eggs in her lifetime.

1. Where do termites make their nests?

_____

2. Which termite lays eggs?

◯ king ◯ queen ◯ dad

3. What do some people think termites look like?

◯ black ants ◯ ticks ◯ fleas

4. How many eggs can the queen termite lay in her lifetime?

_____

5. A good title for this would be ...

_____

The Rule vc|cvc|cv

1. A t l a n t i c
2. S e p t e m b e r
3. c o u n t
4. f u n n y
5. m i d d l e
6. t r a i l

The U.S. has a big ocean on its east side and a big ocean on its west side. The ocean on the east side is the Atlantic Ocean. It borders the state of Maine. France is on the other side of the Atlantic Ocean.

7. The Atlantic Ocean is on which side of the U.S.?

_____

8. What ocean borders the state of Maine?

◯ Dead Sea ◯ Atlantic Ocean ◯ Red Sea

Suffixes let, ly

1. f l a t l y
2. s t a r l e t
3. n e a t l y
4. s o f t l y
5. p r o u d l y
6. c u t l e t
7. c r i s p l y
8. p i g l e t

foot	cold	leg	egg	cloth	round

9. Box is to square as sun is to _____.
10. Sun is to hot as ice is to _____.
11. Finger is to hand as foot is to _____.
12. Window is to glass as dress is to _____.
13. Crust is to bread as shell is to _____.

Spelling with Final, Stable Syllables

Termites are insects that like to eat damp wood, or wood that is a little wet. Termites can eat wood until it crumbles. If they eat wood on a house for a long time, they can make the house tumble down. People kill termites with bug sprays to save their houses.

1. What are termites?

◯ eggs ◯ insects ◯ birds

2. What does *damp* mean?

_____

3. A good title for this would be ...

_____

4. Why do people kill termites?

_____

5. What do people use to kill termites?

◯ hammers ◯ sling shots ◯ bug sprays

Page 35 / 92

Suffixes let, ly

1. j u s t l y
2. m o s t l y
3. l e a f l e t
4. q u i c k l y
5. s w i f t l y
6. b o o k l e t
7. s l o w l y
8. o u t l e t

green	bark	wild	soft	ring	bird

9. Dog is to tame as fox is to _____.
10. Stick is to tree as wing is to _____.
11. Snow is to white as grass is to _____.
12. Needle is to sharp as fur is to _____.
13. Duck is to quack as dog is to _____.
14. Bird is to chirp as phone is to _____.

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Trigraph ĭgh

1. l i g h t
2. s i g h
3. s o u n d
4. b r a i d
5. j o i n
6. f r i g h t

It would be hard to drive at night if your lights did not work. You could not see things, and you might run off the street.

7. When would it be hard to drive if your lights did not work?
   ◯ in the morning ◯ at night ◯ in the daytime
8. Why do you need lights to drive? _____
9. It is good to drive without lights.
   ◯ yes ◯ no

Suffixes en, ish, and ist

1. h a r p i s t
2. p i g g i s h
3. s i c k e n
4. a r t i s t
5. s h e e p i s h l y
6. g o l d e n

A cartoonist is a comic (kŏm´ ĭk) artist who can think up and then sketch cartoons. Many magazines (măg´ ŭ zēns) publish cartoons. Cartoons are used to advertise or entertain. Cartoons that entertain are known as "comic strips" or "gag cartoons." The comics people seem to enjoy the most are in the form of comic books.

7. What does a cartoonist spend his or her time doing?
   _____
8. Which comics do you like to read the most?
   _____

Suffixes en, ish, and ist

1. o r g a n i s t
2. s e l f i s h
3. w e a k e n
4. c a r t o o n i s t
5. f o o l i s h l y
6. t h i c k e n i n g

A comic (kŏm´ ĭk) strip involves a set of funny cartoons that have the same people in them every week. The first comic strip was *The Little Bears and Tigers* (tī´ gerz). The first strip that showed people speaking was *The Katzenjammer Kids*. Some cartoons appear in print for a long time. Peanuts has been a comic strip starring Charlie Brown and Snoopy since 1950.

7. What made *The Little Bears* and *Tigers* important?
   _____
8. Which cartoon strip has Charlie Brown in it?
   ◯ Dagwood ◯ Peanuts ◯ Pooh Bear

Soft ġ

1. g e r m
2. s t r e a m
3. h a t c h
4. n i g h t
5. h i n g e
6. t h i r d

Mom said that we could go to the fair on Sunday if we worked hard at school and did our chores at home. We did our homework, made good grades, and did our chores. We went to the fair on Sunday and ate popcorn, rode bumpy rides, and had a great time.

7. When did we go to the fair? _____.
8. What did we eat?
   ◯ hot beef ◯ candy apples ◯ popcorn
9. We made good grades and got to go to the fair.
   ◯ yes ◯ no

Soft ġ

1. g e m
2. e a s t
3. t w i t c h
4. t h i g h
5. r u s t y
6. m a r g i n

My birthday was last week. My uncle gave me a ring. The gem, or stone, in my ring was bright and twinkled when light hit it. My uncle is such a nice man!

7. What is a gem? _____
8. What did the gem do when light hit it?
   ◯ cracked ◯ twinkled ◯ fell
9. I got a nice gift from my uncle.
   ◯ yes ◯ no

Trigraph ḋġė

1. n u d g e
2. f e a s t
3. p l e d g e
4. g r o u c h
5. w r o t e
6. m o i s t

Last week, it snowed at our house. The snowflakes were huge. We had to run to our house from the school bus. Mark, the man who drives our bus, said to dodge, or to get out of the way of, the big snowflakes, so we would not get wet.

7. What does *dodge* mean? _____
8. Why should we dodge the flakes?
   ◯ so they don't hurt us ◯ so we don't get wet
   ◯ so they don't break
9. Our bus driver is Matt.
   ◯ yes ◯ no

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Trigraph *dge*

1. b r i d g e
2. e d g e
3. f e a r
4. d i v e
5. g r o u n d
6. l e d g e

My mom made fudge for the class since we did so well in our play. She made three pans of fudge. My classmates liked the fudge. The girls ate a lot, but the boys ate the most.

7. What did my mom make?

8. Who ate the least?

◯ Mom ◯ the girls ◯ boys

9. Girls ate more fudge than boys.

◯ yes ◯ no

Spelling with *dge* and *ge*

When spelling the final /j/ sound:
dge is found after a short vowel, and
ge is found after anything else.

1. r ĭ _____
2. p ā _____
3. t r ŭ _____
4. s ā _____
5. c ā _____
6. g o u _____
7. w ĕ _____
8. l ŏ _____

My sister Shelby and I have the best cooks in the world at our house. My mom makes the best fudge in the whole (hōl) world, and my dad makes the best coffee cake. I don't know how we got so lucky!

9. Who makes the best coffee cake?

◯ Shelby ◯ my mom ◯ my dad

10. What does my mom make? _____

11. Shelby is the best cook at our house.

◯ yes ◯ no

Spelling with *dge* and *ge*

When spelling the final /j/ sound:
dge is found after a short vowel, and
ge is found after anything else.

1. s m ŭ _____
2. h ĭ n _____
3. f r ĭ n _____
4. d ŏ _____
5. j ŭ _____
6. b r ĭ _____
7. s t ā _____
8. ĕ _____

School starts at nine o'clock. We say the pledge in our class first thing in the mornings, and then we check to see if anyone is absent. After this, we start our math lesson.

9. What do we do at nine o'clock?

◯ eat lunch ◯ say the pledge ◯ do math

10. What do we do after we say the pledge?

_____

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Spelling Rules: -dge Words

One-syllable Words with -dge

bridge	grudge
dodge	ledge
dredge	lodge
fudge	ridge

Words with -ge (for comparison)

bulge	gorge
cage	plunge
charge	stage
cringe	twinge

Spelling Rules: -tch Words

One-syllable Words with -tch

clutch	notch
crutch	pitch
fetch	scratch
glitch	switch
latch	

Words with -ch (for comparison)

hunch	ranch
inch	stench
lunch	torch
mulch	

The v´|cv Pattern

1. f o c u s
2. I r i s h
3. u n i t
4. b a s i n
5. h a p p y
6. w e d g e

Our class wants to make a banner for a contest. The rules say to put purple paper on the top of the banner and yellow paper on the sides. We may need to get more red paper if we want our banner to be bright and win the prize.

7. Where should we put the yellow paper?

_____

8. What should we put on the top of the banner?

◯ pins ◯ purple paper ◯ letters

9. Our banner will be purple and brown.

◯ yes ◯ no

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The v́|cv Pattern

1. f e v e r
2. s p i d e r
3. o p e n
4. m u s i c
5. b a b y
6. m e t e r

My Uncle David likes bacon in his eggs and gravy on his bread. My dad thinks my uncle is crazy since Dad likes his food plain and not mixed with other food.

7. Who likes bacon in his eggs? _____

8. What does Uncle David like on his bread?

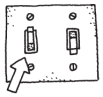
◯ jelly ◯ gravy ◯ bacon

9. Dad favors plain food.

◯ yes ◯ no

Suffixes ful, ness

1. s h a m e f u l
2. w i s h f u l
3. s i c k n e s s
4. d a r k n e s s
5. t u l i p
6. s w i t c h



Mitch told Jim, his little boy, to pick up his toys after dinner. Jim forgot and went to bed without picking up any toys. At twelve o'clock, Mitch got up to check on a noise that woke him. In the darkness, Mitch slipped on Jim's toys and fell on the couch.

7. When did Mitch get up?

◯ ten o'clock ◯ twelve o'clock ◯ two o'clock

8. Why did Mitch slip?

_____

9. We should pick up our toys so people don't slip.

◯ yes ◯ no

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Suffixes ful, ness

1. armful
2. careful
3. stiffness
4. helpful
5. illness
6. minus

Mom's friend came by to get a gift from Mom. She had a little girl with her. When Mom and her friend went to the bedroom to get the gift, the little girl grabbed a fistful of candy from the table. Mom and her friend did not see the little girl take the candy.

7. How much candy did the little girl get? _____

8. Where was the candy?

◯ on the floor ◯ on the table ◯ in the gift

9. Mom's friend wanted some candy.

◯ yes ◯ no

Final, Stable Syllable [tion

1. handful
2. portion
3. likeness
4. nation
5. fiber
6. fudge

Andy broke his right arm while playing soccer. Since then, he has had trouble doing his work at school. When Andy writes with his right hand, it looks better than when he writes with his left hand. His teacher has a hard time reading Andy's work when he writes with his left hand.

7. Which hand does Andy write with best?

_____

8. What word means "to put letters on paper"?

◯ right ◯ speak ◯ write

9. Some people write with their left hand.

◯ yes ◯ no

Final, Stable Syllable [tion

1. fraction
2. station
3. sadness
4. hopeful
5. crazy
6. super

Amy and Tammy went to the swimming pool next to their school. On the way home, a stray dog started to follow them. Amy stopped and bent down to pet the dog. The crazy dog bit Amy's hand, and she had to go to the doctor. It was not smart for Amy to pet the stray dog.

7. What was wrong with the dog?

◯ it was sleeping ◯ it was crazy, scared ◯ it was sick

8. Where did Amy go?

_____

New Increment: Final, Stable Syllable *-ble*

"Echo these words and listen to the sound in the final position: table, bumble, stubble." *table, bumble, stubble*
"What sound do you hear in the final position?" */bəl/*
"Look at these words and see if you can tell what is making this sound."

• Write the following words on the board:

table bumble stubble

"What is making the /bəl/ sound in these words?" *b, l, and e*

Lesson 42

Spelling 2 LESSON 42

"That's right. 'b-l-e' is a final, stable syllable."
"Why do you think we call it final?"
because it is in the final position
"Why do you think we call it stable?" *various answers*
"It is stable because it doesn't change. We can count on it having the /bəl/ sound whenever we see it."
"Why do you think we call it a syllable?" *various answers*
"We call it a syllable because it has its own vowel sound."
"The strange thing about it being a syllable is the fact that we don't see the vowel that makes the sound. The vowel e that we do see doesn't make a sound; it is silent."
"Because the e's are silent, let's cross them out."

• Cross out the e's:

Code the following words.

1. maple
2. pebble
3. thimble
4. steeple
5. choke
6. puzzle
7. custom
8. sniffle
9. lace
10. mumble

Write as many sentences as you can using the words above.

_____
_____
_____
_____

Write the spelling words from the box that have the final, stable syllable given.

little	puzzle	table	cradle	mumble	scribble	middle
single	pickle	simple	able	handle	sample	apple
juggle	title	riddle	angle	bottle	dimple	

1. ble
2. tle
3. ple
4. dle
5. gle
6. zle
7. kle

little	puzzle	table	cradle	mumble	scribble	middle
single	pickle	simple	able	handle	sample	apple
juggle	title	riddle	angle	bottle	dimple	

1. Write the words from the box that have an open vowel.
2. Write the words in which the consonant had to be doubled in order to keep the vowel short.
3. Write the word that ended in *kle* and needed a *c* added to make the vowel short.
4. Write the words that had two consonants so they didn't have to be doubled.

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Digraphs ōá, ōé

1. c h a r c o a l
2. t h r o a t
3. n a t i o n
4. f r i c t i o n
5. p l a y f u l
6. d o e

My dad has a job in a plant near our town. He has worked there over two years. After one year of work, my dad's boss gave him a bonus. The bonus, or added cash, that my dad got helped us buy a car. My mom and dad were happy to get the bonus.

7. What is a bonus?

◯ a plant ◯ a mistake ◯ extra cash

8. What helped to buy the car?

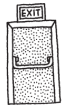
_____

9. Dad got a bonus after three years.

◯ yes ◯ no

The vcccv Pattern

1. w o r s h i p or w o r s h i p
2. d i s t r i c t
3. w a s p
4. s m a l l
5. h a b i t
6. e x i t



The Arctic is at the northern tip of the earth. It is right on the North Pole. The name *Arctic* means "bear," as in the constellation Great Bear, which is in the northern sky.

7. Where is the Arctic?

_____

8. What does the name *Arctic* mean?

◯ cold ◯ bear ◯ ice

Digraphs ōá, ōé

1. r o a s t
2. l o t i o n
3. o a t h
4. t o e
5. b o a s t f u l
6. c l o v e r

My mom likes our house to stay clean. She tells us things we can do to help keep it that way. She wants us to keep the soap in its dish to help keep the sink clean. She asks us to wipe our feet before (bē foŕ) we come into the house so her carpet will stay neat. Mom keeps our home nice and clean.

7. Where should you keep the soap?

◯ in the trash ◯ in its dish ◯ on the bed

8. Why should you wipe your feet?

_____

Spelling with Final *c*

Spelling with *ck*, *k*, *ke*, and *c*

When spelling with the final /k/ sound:
ck is found after a short vowel,
k is found after a consonant or a vowel digraph,
ke is found after a long vowel, and
c is found in a two-or-more-syllable word.

1. b l ĭ n _____
2. s p ĕ _____
3. t ŏ ṕ ĭ _____
4. m ā _____
5. w ĭ _____
6. r ā _____
7. p ĭ ć n ĭ _____
8. Ă t l ă ń t ĭ _____
9. b a r _____
10. m ū́ s ĭ _____

The vcccv Pattern

1. p a r t n e r
2. a n t h e m ă ń t h ə̂ m
3. w a d
4. b o d y
5. w o r k e r
6. r a i l r o a d

The Arctic Ocean is the smallest ocean in the world. The North Pole is found in the Arctic Ocean. Most of the water in the Arctic Ocean comes from the Atlantic Ocean. Most of the water has ice over it all year.

7. Name the smallest ocean in the world.

◯ Atlantic Ocean ◯ Arctic Ocean ◯ North Pole

8. Where is the North Pole?

_____

9. Ice is over the Arctic Ocean.

◯ yes ◯ no

Spelling with Final *c*

Spelling with *ck*, *k*, *ke*, and *c*

When spelling with the final /k/ sound:
ck is found after a short vowel,
k is found after a consonant or a vowel digraph,
ke found after a long vowel, and
c is found in a two-or-more-syllable word.

1. w ā _____
2. b l ŏ _____
3. m ắ g ĭ _____
4. s t ŏ _____
5. b ă n _____
6. p l ă ś t ĭ _____
7. p o r _____
8. l ī _____
9. ă t́ t ĭ _____
10. s p a r _____

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Literary	Informational	Analyze Central Idea, Concepts, and Events; Summarize
181-190 View All **Cause and Effect** • Determines the cause of a situation or event in literary text **Characterization** • Explains character motivation • Infers character feelings or thoughts • Compares or contrasts characters • Analyzes dialogue to understand characters • Describes character traits or attributes • Understands how characters are developed or changed **Locating Information** • Locates details about characters in literary text • Locates details about events in literary text **Plot** • Identifies conflict and/or resolution in literary text **Setting** • Identifies setting • Compares or contrasts setting across literary texts • Draws conclusions about a setting based on a description **Summarizing, Paraphrasing** • Summarizes literary text **Supporting Details** • Determines details that support central idea in literary text **Theme, Moral, Central Idea** • Determines theme in literary text • Identifies the best title for a literary text • Determines central idea in literary text • Determines the lesson learned by a character • Determines a shared theme in multiple texts	171-180 View All **Assertions and Claims** • Identifies reasons that support a claim in persuasive text **Locating Information** • Locates information in diagrams or illustrations • Locates information in charts or graphs • Locates information in indices or appendices • Locates information in tables of contents **Purpose** • Determines specific purpose of an advertisement • Recognizes when the general purpose of a passage is to inform • Determines specific purpose of an informational passage **Supporting Details** • Determines details that support a claim in informational text **Text Features, Visuals** • Locates information in indices or appendices • Locates information in diagrams or illustrations • Locates information in tables of contents • Analyzes information in timelines • Analyzes information in Venn diagrams or other graphic organizers • Locates information in charts or graphs • Integrates information from graphics and text • Interprets information in charts or graphs	171-180 View All **Cause and Effect** • Determines the effect of a situation or event in informational text **Following Directions** • Locates information in a set of directions **Inferences, Conclusions** • Compares or contrasts details/ideas described in informational text **Locating Information** • Locates details in informational text • Understands explicit relationships between ideas in informational text • Locates information in a set of directions **Main or Central Idea, Topic** • Determines the topic in informational text • Determines main/central idea in a portion of an informational text • Determines main/central idea in informational text **Sequencing** • Understands sequence in informational text

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2. Issues to action
3. steps 5-7, action to showcase and reflect