



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
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	<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→ <small>The synthesized learning of all 6 weeks learning targets.</small>	<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. 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= 11/27-12/1	WEEK 2= 12/4-12/8	WEEK 3= 12/11-12/15
<p>Learning Targets</p> <p>MKS LT's</p> <p>I can read and write vowel team syllables in multisyllabic words.</p> <p>I can fluently read with proper phrasing and expression.</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>Learning Targets</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>Learning Targets</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>
<p>Materials Needed</p>	<p>Materials Needed</p>	<p>Materials Needed</p>
<p>Weekly Lesson Plan</p> <p><i>Indicate how long each lesson will be on each day & include general instruction strategies for each day.</i></p>	<p>Weekly Lesson Plan</p> <p><i>Indicate how long each lesson will be on each day & include general instruction strategies for each day.</i></p>	<p>Weekly Lesson Plan</p> <p><i>Indicate how long each lesson will be on each day & include general instruction strategies for each day.</i></p>

Day 1:

SYLLABLES SILENT-E

Focus: Every syllable in a word has only one vowel sound. The focus in this lesson is on silent-e syllables. A silent-e syllable is a syllable with a long-vowel sound spelled with one vowel letter followed by one consonant and a silent e.

Lesson Component:	Instruction:
Introduction	<ul style="list-style-type: none"> Remind students that every syllable in a word has only one vowel sound. 1. "Today's lesson is on silent-e syllables. A silent-e syllable is a syllable with a long-vowel sound spelled with one vowel letter followed by one consonant and a silent e." Add this information to the Syllable Types Anchor Chart* beside Silent-E syllables.
Multisyllabic Word Reading	<p>I DO:</p> <ul style="list-style-type: none"> Show students the word incomplete. 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 vowels I see are <i>i</i> and <i>o</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>i</i> to the <i>o</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>n</i> and <i>c</i>. I will put the letter <i>c</i> under these letters for consonant." 4. "The fourth step is to divide using the pattern. I see the VCCV pattern. The chart tells me to divide in between the two consonants. I will draw a line in between the <i>n</i> and <i>c</i>." 5. "The fifth step says to identify the syllable types. The first vowel is an <i>i</i> and followed by a <i>n</i>. The first syllable is a closed syllable. Above the spelling <i>i-n</i>, I will write <i>cl</i> to represent a closed syllable. I notice that there is another vowel following our original second vowel. I will start over with steps 1-4 with the next vowels I see. 6. "I will label the next vowel I see. The vowels I see are <i>o</i> and <i>e</i>. I already have <i>o</i> underlined but now I will also underline <i>e</i>. I will label them with a <i>v</i> which stands for vowel." 7. "Next, I need to draw a bridge to connect the two vowels. I will draw my bridge from <i>o</i> to <i>e</i> to make my bridge." 8. "Now I need to label my consonants on the bridge. In between the vowels I see the letters <i>m</i>, <i>p</i> and <i>j</i>. I know <i>pl</i> is a blend, so I'll group those together. I will put the letter <i>c</i> under <i>m</i> and <i>pl</i> for consonant." 9. "Now I will divide using the pattern. I see the VCCV pattern. The chart tells me to divide in between the two consonants. I will draw a line in between the <i>m</i> and <i>p</i>." 10. "Next, I have to identify the syllable types. The vowel <i>o</i> is followed by the letter <i>m</i>. This is a closed syllable. Above the spelling <i>c-o-m</i>, I will write <i>cl</i> to represent a closed syllable. The vowel <i>e</i> is followed by consonants <i>t</i> and <i>e</i>. This is a silent-e syllable. Above the spelling <i>p-i-e-t-e</i>, I will write <i>s-e</i> with an arrow being drawn from the silent <i>e</i> to the other <i>e</i>.

Day 1:

SYLLABLES VOWEL TEAM

Focus: Every syllable in a word has only one vowel sound. The focus in this lesson is on vowel team syllables. A vowel team syllable is a syllable with a short or long-vowel sound that is spelled with two vowel letters.

Lesson Component:	Instruction:
Introduction	<ul style="list-style-type: none"> Remind students that every syllable in a word has only one vowel sound. 1. "Today's lesson is on vowel team syllables. A vowel team syllable is a syllable that can either have a short or long vowel sound. We still hear only one vowel sound, but the vowels are represented with two vowel letters." Add this information to the Syllable Types Anchor Chart* beside Vowel Team Syllables.
Multisyllabic Word Reading	<p>I DO:</p> <ul style="list-style-type: none"> Show students the word steamboat. 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 <i>e</i> and <i>a</i>. They are right beside each other. But I know <i>e</i> and <i>a</i> are a vowel team. I will underline those and put a <i>v</i> under them to represent one vowel sound. So that only counts as one vowel. The second vowel letters I see are <i>o</i> and <i>a</i>. I know they are a vowel team too. I will underline those and put a <i>v</i> under them to represent one vowel sound." 2. "The second step says to draw a bridge to connect the vowels. I will draw a line from the <i>ea</i> and <i>oa</i> to make my bridge." 3. "The third step says to label the consonants on the bridge. In between the vowels is the letters <i>m</i> and <i>b</i>. I will put the letter <i>c</i> under both letters. I also see the blend <i>st</i>, so I will group those which will help me reading the word later." 4. "The fourth step is to divide using the pattern. Looking at the word, we are working with, I see the VCCV pattern. According to the VCCV chart, we need to divide in between the consonants. I will draw a line in between the <i>m</i> and <i>b</i>." 5. "The fifth step says to identify the syllable types. Today our focus is on vowel team syllables. We said vowel team syllables have a long or short vowel sound but are represented with two letters. The first syllable is a vowel team syllable because it has <i>ea</i>. Above the spelling <i>s-t-e-a-m</i>, I will write a <i>vt</i> to represent a vowel team syllable. The second vowel is <i>oa</i>, which is also a vowel team. I will write a <i>vt</i> above the spelling <i>b-o-a-t</i> because it's also a vowel team." 6. "The sixth and final step says to read each syllable and read the word. Our anchor chart says that vowel team syllables have a short or long vowel sound. The first syllable is spelled <i>s-t-e-a-m</i>. I know that <i>ea</i> can represent three sounds. We always try long <i>e</i> first, short <i>e</i> second, and long <i>a</i> last. I will try long <i>e</i> first. I read <i>steam</i>-. I know what <i>steam</i> is so I am going to move on to the second syllable. The second syllable is also a vowel team syllable. It is spelled <i>b-o-a-t</i>. I know <i>oa</i> says /ō/. I read <i>-boat</i>. When I read the whole word, I get steamboat." "I will add this word to our Syllable Types Anchor Chart* as an example of a word with a vowel team syllable."

SYLLABLES VOWEL TEAM

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	<p>11. "Now we are back to step six. The sixth and final step says to read each syllable and read the word. Our anchor chart says that closed syllables have short vowel sound. The first syllable is spelled /-n/. I read /in-. The second syllable is also a closed syllable. The second syllable is spelled c-o-m. I read -com-. The third syllable is a silent-e syllable. The anchor chart says that silent-e syllables have a long vowel sound. The third syllable is spelled p-l-e-t-e. I read -plete. When I read the whole word, I get incomplete."</p> <ul style="list-style-type: none"> - "I will add this word to our Syllable Types Anchor Chart* as an example of a word with a silent-e syllable." - Repeat the same procedure for the word costume. <p>We Do:</p> <ul style="list-style-type: none"> - Follow the syllabication steps with students for word cabbage and nonsense words jumbote and tepfabe. <p>* Provide scaffolding supports as needed by individual students.</p>		<ul style="list-style-type: none"> - Repeat the same procedure for the word cocoa. <p>We Do:</p> <ul style="list-style-type: none"> - Follow the syllabication steps with students for words canteen, complain, and nonsense word biscay. <p>* Provide scaffolding supports as needed by individual students.</p>		
<p>Multisyllabic Word Work</p>	<p>I Do:</p> <ul style="list-style-type: none"> - Use the set of words to guide students in learning how to encode multisyllabic words. 1. "The word is vacate. I hear two syllables in this word va- and -cate. I will draw two lines to represent the two syllables I hear." 2. "The first syllable is vā-. I hear long /ā/, so it is an open syllable. I spell that v-a. I will write this on the first line." 3. "The second syllable is -cate. I hear a long /ā/ and consonant /t/ following, so it is a silent-e syllable. I spell that c-a-t-e. I will write this on the second line." 4. "I will write the word together and I see the word vacate." <ul style="list-style-type: none"> - Repeat the same procedure for the word escape. <p>We Do:</p> <ul style="list-style-type: none"> - Encode the following words with students: luggage and complete and nonsense word vitbrone. <p>* Provide scaffolding supports as needed by individual students.</p>		<p>Multisyllabic Word Work</p> <p>I Do:</p> <ul style="list-style-type: none"> - Use the set of words to guide students in learning how to encode multisyllabic words. 1. "The word is prevail. I hear two syllables in this word pre- and -vail. I will draw two lines to represent the two syllables I hear." 2. "The first syllable is pre-. I hear long vowel /ē/, so it is an open syllable. I spell that p-r-e. I will write this on the first line." 3. "The second syllable is -vail. I hear long vowel /ā/, so it is either an open or vowel team syllable. I spell that v-a-i-l. I will write this on the second line." 4. I will write this word together and I see the word prevail." <ul style="list-style-type: none"> - Repeat the same procedure for the word encroach. <p>We Do:</p> <ul style="list-style-type: none"> - Practice encoding with students using the words seventeen and freeway and nonsense word zigoal. <p>*NOTE: The word seventeen has three syllables. Repeat steps to identify the third syllable.</p> <p>* Provide scaffolding supports as needed by individual students.</p>		
<p>Dictation</p>	<ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> • concrete • inflate • handshake <p>* Provide scaffolding supports as needed by individual students.</p>		<p>Dictation</p> <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> • regain • contain • retreat <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>		
<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></p>		<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></p>		<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></p>	

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WEEK 4= 12/18-12/22	WEEK 5= 1/8 -1/12	WEEK 6= 1/15-1/19
<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. <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. <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>Weekly Lesson Plan</p> <p><i>Indicate how long each lesson will be on each day & include general instruction strategies for each day.</i></p>	<p>Weekly Lesson Plan</p> <p><i>Indicate how long each lesson will be on each day & include general instruction strategies for each day.</i></p>	<p>Weekly Lesson Plan</p> <p><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>- - - - -</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>

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

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		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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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

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
expose
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




You do not need to move the plan, it is already located in the right folder.

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, l, 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



Please rename as YOURNAME_CYCLE#_GROUP NAME

Example: Pratta_Cycle 1_Panthers Plan (You can do this by clicking on the name above and changing)

You do not need to move the plan, it is already located in the right folder.

[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](#)

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[Copy of Lexia Lesson Spelling Rule FLSZ, Lesson 1.pptx](#)

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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



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:

germ

- Point to “germ.”

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

- Code the word:

germ

“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 “yccc” pattern; accent the first syllable; put an arc under combination er; put a breve over the i*

- Code the word:

gin|ger
vc|e 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:

gym

“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*

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.”

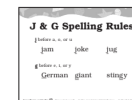
- Point to and explain each of the examples given.

“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.

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

Spelling Rule Wall Card 6



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:

Plās'ter ĩs māde frōm gyp'sūm.
v c | cv v c | cv v c | cv
Thĭs gĭrl mĭght ēat bŭt | tər | scōtch cān'dy.
v c | cv v c | 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.

Name _____

The Rule vc|cvc|cv

- important
- bunny
- nice
- fantastic
- cuddle
- sail



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.

- Where do termites make their nests?

- Which termite lays eggs?
 king queen dad
- What do some people think termites look like?
 black ants ticks fleas
- How many eggs can the queen termite lay in her lifetime?

- A good title for this would be ...

The Rule vc|cvc|cv

- Atlantic
- September
- count
- funny
- middle
- trail



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.

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

- What ocean borders the state of Maine?
 Dead Sea Atlantic Ocean Red Sea

Suffixes let, ly

- | | |
|------------|------------|
| 1. flatly | 5. proudly |
| 2. starlet | 6. cutlet |
| 3. neatly | 7. crisply |
| 4. softly | 8. piglet |

foot cold leg egg cloth round

- Box is to square as sun is to _____.
- Sun is to hot as ice is to _____.
- Finger is to hand as foot is to _____.
- Window is to glass as dress is to _____.
- 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.

- What are termites?
 eggs insects birds
- What does damp mean?

- A good title for this would be ...

- Why do people kill termites?

- What do people use to kill termites?
 hammers bug sprays

Suffixes let, ly

- | | |
|------------|------------|
| 1. justly | 5. swiftly |
| 2. mostly | 6. booklet |
| 3. leaflet | 7. slowly |
| 4. quickly | 8. outlet |

green bark wild soft ring bird

- Dog is to tame as fox is to _____.
- Stick is to tree as wing is to _____.
- Snow is to white as grass is to _____.
- Needle is to sharp as fur is to _____.
- Duck is to quack as dog is to _____.
- Bird is to chirp as phone is to _____.

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Trigraph igh

- light
- sign
- sound
- braid
- join
- fright



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.

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

Soft g

- germ
- stream
- hatch
- night
- hinge
- third



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.

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

Suffixes en, ish, and ist

- harpist
- piggish
- sicken
- artist
- sheepishly
- golden

A cartoonist is a comic (kōm'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.

- What does a cartoonist spend his or her time doing?

- Which comics do you like to read the most?

Soft g

- gem
- east
- twitch
- thigh
- rusty
- margin



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!

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

Suffixes en, ish, and ist

- organist
- selfish
- weaken
- cartoonist
- foolishly
- thickening

A comic (kōm'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.

- What made *The Little Bears and Tigers* important?

- Which cartoon strip has Charlie Brown in it?
 Dagwood Peanuts Pooh Bear

Trigraph dge

- nudge
- feast
- pledge
- grouch
- wrote
- moist

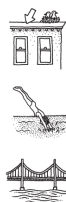


Last week, it snowed at our house. The snowflakes were huge. We had to run to our house from the school bus. Mark, the man who drives our bus, said to dodge, or to get out of the way of, the big snowflakes, so we would not get wet.

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

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 ū _____
4. s ā _____
5. k ā _____
6. g o u _____
7. w ě _____
8. l ö _____

My sister Shelby and I have the best cooks in the world at our house. My mom makes the best fudge in the whole (höl) 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 ū _____
2. h ĭ n _____
3. f r ĭ n _____
4. d ö _____
5. j ū _____
6. b r ĭ _____
7. s t ā _____
8. ě _____

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?

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

The v|cv Pattern

1. fever
2. spider
3. open
4. music
5. baby
6. meter



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. shameful
2. wishful
3. sickness
4. darkness
5. tulip
6. switch



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

You do not need to move the plan, it is already located in the right folder.

Suffixes **ful**, **ness**

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

5 - 3 = 2



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

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."

Final, Stable Syllable [tɪən]

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 [tɪən]

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? _____

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

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

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 *e* added to make the vowel short.
4. Write the words that had two consonants so they didn't have to be doubled.

Code the following words.

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

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

Digraphs oa, oe

- charcoal
- throat
- nation
- friction
- playful
- doe



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

- worship or worship
- district
- wasp
- small
- habit
- exit



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 oa, oe

- roast
- lotion
- oath
- toe
- boastful
- clover



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 fōr) 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 <u>ī</u> n _____ | 6. _____ r <u>ā</u> _____ |
| 2. s p <u>ē</u> _____ | 7. p <u>ī</u> t <u>ē</u> n <u>ī</u> _____ |
| 3. t <u>ō</u> p <u>ī</u> _____ | 8. <u>ā</u> t <u>l</u> <u>ā</u> n <u>t</u> <u>ī</u> _____ |
| 4. m <u>ā</u> _____ | 9. b <u>a</u> r _____ |
| 5. w <u>ī</u> _____ | 10. m <u>ū</u> s <u>ī</u> _____ |

The vcccv Pattern

- partner
- anthem $\begin{array}{c} \text{ā} \text{ n } | \text{ t } \text{ h } \text{ ē} \text{ m} \\ \text{v} \text{ c} | \text{c} \text{c} \text{v} \end{array}$
- wad
- body
- worker
- railroad



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 <u>ā</u> _____ | 6. p l <u>ā</u> s <u>t</u> <u>ī</u> _____ |
| 2. b l <u>ō</u> _____ | 7. p <u>o</u> r _____ |
| 3. m <u>ā</u> g <u>ī</u> _____ | 8. _____ l <u>ī</u> _____ |
| 4. s t <u>ō</u> _____ | 9. <u>ā</u> t <u>t</u> <u>ī</u> _____ |
| 5. b <u>ā</u> n _____ | 10. s p <u>a</u> r _____ |

Literary	Informational	Analyze Central Idea, Concepts, and Events; Summarize
<p>181-190 View All</p> <p>Cause and Effect</p> <ul style="list-style-type: none"> • Determines the cause of a situation or event in literary text <p>Characterization</p> <ul style="list-style-type: none"> • 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 <p>Locating Information</p> <ul style="list-style-type: none"> • Locates details about characters in literary text • Locates details about events in literary text <p>Plot</p> <ul style="list-style-type: none"> • Identifies conflict and/or resolution in literary text <p>Setting</p> <ul style="list-style-type: none"> • Identifies setting • Compares or contrasts setting across literary texts • Draws conclusions about a setting based on a description <p>Summarizing, Paraphrasing</p> <ul style="list-style-type: none"> • Summarizes literary text <p>Supporting Details</p> <ul style="list-style-type: none"> • Determines details that support central idea in literary text <p>Theme, Moral, Central Idea</p> <ul style="list-style-type: none"> • 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 	<p>171-180 View All</p> <p>Assertions and Claims</p> <ul style="list-style-type: none"> • Identifies reasons that support a claim in persuasive text <p>Locating Information</p> <ul style="list-style-type: none"> • Locates information in diagrams or illustrations • Locates information in charts or graphs • Locates information in indices or appendices • Locates information in tables of contents <p>Purpose</p> <ul style="list-style-type: none"> • Determines specific purpose of an advertisement • Recognizes when the general purpose of a passage is to inform • Determines specific purpose of an informational passage <p>Supporting Details</p> <ul style="list-style-type: none"> • Determines details that support a claim in informational text <p>Text Features, Visuals</p> <ul style="list-style-type: none"> • 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 	<p>171-180 View All</p> <p>Cause and Effect</p> <ul style="list-style-type: none"> • Determines the effect of a situation or event in informational text <p>Following Directions</p> <ul style="list-style-type: none"> • Locates information in a set of directions <p>Inferences, Conclusions</p> <ul style="list-style-type: none"> • Compares or contrasts details/ideas described in informational text <p>Locating Information</p> <ul style="list-style-type: none"> • Locates details in informational text • Understands explicit relationships between ideas in informational text • Locates information in a set of directions <p>Main or Central Idea, Topic</p> <ul style="list-style-type: none"> • Determines the topic in informational text • Determines main/central idea in a portion of an informational text • Determines main/central idea in informational text <p>Sequencing</p> <ul style="list-style-type: none"> • Understands sequence in informational text

Please **rename** as YOURNAME_CYCLE#_GROUP NAME Example: Pratta_Cycle 1_Panthers Plan (You can do this by clicking on the name above and changing)
You do not need to move the plan, it is already located in the right folder.

2. Issues to action

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