KUUMBA
Academy Charter School

Six Week Instructional Plan for Teacher-Led RtI Instruction

Student Names & Data			
	Student Name	**Overall EL Benchmark Phase**	**Fall 23 MAP Percentile**
	Justice Turner-Jones (Nelson)	Late Partial	17%
	Nahlia Morris (Smothers)	Late Partial	27%
	Sariyah Chambers (Smothers)	Late Partial	5%
	Aiden Holland (Murphy)	late partial	27%
	Nathaniel Mangrum Morales (Nelson)	Late Partial	16%
	Syvonni Johnson (Nelson)	Late Partial	31%

Long Term Learning Targets for Cycle 1→ The synthesized learning of all 6 weeks learning targets.	● I can understand and explain the classroom norms. ● I can understand and explain my personal reading goals for this year. ● I can explain and use our Spelling Routine. ● I can understand and explain what PEAR is. ● I can read fluently with Pausing.

WEEK 1	WEEK 2	WEEK 3
Learning Targets	**Learning Targets**	**Learning Targets**
- I can understand and explain the classroom norms. - I can understand and explain my personal reading goals for this year. - I can explain and use our Spelling Routine. - I can understand and explain what PEAR is. - I can read fluently with Pausing.	- I can read and spell high-frequency words until they are sight words. (again, after, about) - I can read and distinguish between all short vowel sounds. - I can blend/read and segment/spell CCVC and CVCC words with digraphs */sh/, /ch/,/th/, /wh/.* - I can read text orally with accuracy, appropriate rate, and expression.	- I can orally substitute phonemes to increase my sound awareness. - I can read and spell HFWs until they're sight words. - I can read and distinguish between all short vowel sounds. - I can decode/read and segment/spell words with initial blends. (l-blends, r-blends) - I can read text orally with accuracy, appropriate rate, and expression.
Materials Needed	**Materials Needed**	**Materials Needed**
- slide deck - class norm poster - ujima party poster - Garfield reading identity quiz - PEAR Bookmarks - multisensory spelling routine poster	**Chips and Dip** kilpatrick book white boards vowel stars game	- HFW deck - Initial consonant blend slides - Wordwall game - whiteboards - book: In a Cast
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: - First Day Transition (5min) - Discuss hallway procedures expectations - Nia Captain - Class Introductions (5min) - Utilize proper sentence structure to introduce themselves and one thing they enjoy doing. - Classroom Norms (7min) - Why are norms important?	**Day 1:** Unpack LT/transition **(3 min)** **Substitution Sound Awareness:** *(oral & phonics)* **(2 min)** - KILPATRICK D1:1,2 **Letters/Sounds review** - **(2 min)** **Digraph** - ch, th, sh - students give word with sound - **HFW practice (3 min)** *(Teacher fill in)* say, spell, say - about, after, again **Segmenting & Spelling Practice** - **(7 min)** - discuss spelling routine	Day 1: - Unpack LT **(2min)** **Discuss PM (10min)** - LT: **I can change sounds within words to make new words. (5min)** - **Chaining**

2

Column 1:

- What happens if we don't follow the norms?
- What if we do?
- Any other norms we should add?
  - What is a good reader? (5min)
    - Why do we read?
    - What types of things do we read?
    - Discuss PEAR
  - Practice Transition (5min)

Day 2:

- Practice Transition (5min)
  - Nia Captain
  - Entering classroom
    - Discussing Ms. Z's class
- **LT: I can understand and explain the classroom norms. (10min)**
  - Class Norm Review (5min)
  - Ujima Party Expectations (5min)
- **LT: I can understand and explain what PEAR is (12min)**
  - Pass out bookmarks
  - Choral Read
    - *emphasis on pausing*
    - *words with digraphs*
- Debrief: (3min)
  - Ujima Party Points
  - Nia Captain

Day 3:

- **LT: I can understand and explain the classroom norms. (5 min)**

Column 2:

- ● th-a-n,   sh-o-p,   m-a-th,   m-u-ch;
6- **Book- (10 min)** *(Concepts of Print, Fluency, Comp.)*
  - **Chips and Dip**
  - *1-Monday- Whisper Readz*
  - students underline troublesome words

7- Debrief **(2 min)**
- **ujima points**
- **sound review**
  - **students give word with digraph to line up**

Day 2:

Unpack LT/transition **(3 min)**

Substitution Sound Awareness: *(oral & phonics)* **(2 min)**
- ● KILPATRICK D1:3,4
Letters/Sounds review - **(2 min)**
- **Digraph** - ch, th, sh
- students give word with sound
- **HFW practice (3 min)**
  - about, after, again
  - students share sentence
Book- (7 min) *(Concepts of Print, Fluency, Comp.)*
  - **Chips and Dip**
  - *Tuesday- Popcorn read(accuracy, fluency),*

Continuant Blending & Decoding Practice - **(10 min)**
- ● **Vowel Stars.pdf**

-Repack LT **(2 min)**

Day 3:

Unpack LT/transition **(3 min)**

Substitution Sound Awareness: *(oral & phonics)* **(2 min)**
- ● KILPATRICK D1:5,6
Letters/Sounds review - **(2 min)**

Column 3:

- cap→ can; dap→ dip; hip→ ship; hop→ chop
- **LT: I can read HFW until they are sight words (3min).**
  - **read, students give sentences**
  - ago, also, all (after, about, again)
- **LT: I can read words and spell words with initial consonant blends. (20min)**
  - **-Teach Consonant Blends: (5min)**
    - consonant blends are when 2 consonants are next to each other and they represent 2 sounds, BUT when we are reading we blend them together… ex. /g/ + /r/ = /gr/; /b/ + /l/ = /bl/; When we are spelling these blends we must separate each sound and letter.
    - bl, pl, fl, gl, cl,
    - cr, br, dr, gr, pr,
  - **(4min)** -Flashcard **Initial** Blend sounds or **Consonant Blends Sound Drill Slides** blend together when reading;
- **Decoding practice (5min)**
  - **https://wordwall.net/resource/4332981/og-blends/l-blends**
- **Spelling practice (6min)**
  - ● g-l-a-d, s-l-u-g, c-l-i-p, f-r-a-p, t-r-a-p, p-r-o-p;

Day 2: N/A teacher absent

- What have we done well?
- What do we need to work on?
- **LT: I can explain and use our Spelling Routine. (23min)**
  - Intro
  - Individual Practice
  - Spelling Teams
- Debrief (2min)
  - Ujima Points
  - Nia Captain

Day 4:

2- Chaining Practice: (2 min) *PA substituting & phonics;*

Students change the grapheme according to sounds they hear. (sound awareness & spelling) **TEACHER**: *"Make _____ say _____."*
- **fat → fate;   not → note; fin → fine;   win → wine;**

3- **HFW practice (2 min)-** *About, again, after*

Teach - Long vowels say their name. One way to spell long vowel sounds is to place a silent "e" at the end of the word, this "e" silent but not only silent but it is also "Magical" it magically makes the vowel say its name making it a long vowel. *Lets try one, For example:*
        hop → hope;   kit→kite;
2- Chaining Practice: (2 min) *PA substituting & phonics;*

Students change the grapheme according to sounds they hear. (sound awareness & spelling) **TEACHER**: *"Make _____ say _____."*
- **fat → fate;   not → note; fin → fine;   win → wine;**

5-**Segmenting & Spelling Practice** - **(5 min)**

- **Digraph** - ch, th, sh
- students give word with sound

5-**Segmenting & Spelling Practice** - **(8 min)**
- *review spelling routine*
- l-u-sh;   th-i-s;   m-u-ch;   sh-o-p;

6- **Book-** **(10 min)** *(Concepts of Print, Fluency, Comp.)*
    Chips and Dip
    Wednesday- Partner Read(fluency),

-Repack LT **(2 min)**

Day 4:

Unpack LT/transition **(3 min)**

 Substitution Sound Awareness: *(oral & phonics)* **(2 min)**
- KILPATRICK D1:7,8

Letters/Sounds review - **(2 min)**
- **Digraph** - ch, th, sh
- students give word with sound

3-**HFW's (5 min) (say, write, say)**
- about, after, again

5-**Segmenting & Spelling Practice** - **(8 min)**

Follow the Spelling Steps routine. Segmenting is when we break each sound apart to spell and write the letters we hear correctly in order.
Multi-Sensory Strategy: 1-TAP it (point/track), 2- MAP it (use lines or dots, counter), 3- GRAPH it (Write it), 4- READ it (check your work);
- ch-a-t;   th-i-n; ch-a-p; r-u-sh;

6- **Book-** **(10 min)** *(Concepts of Print, Fluency, Comp.)*
    Chips and Dip
    -Thursday- Echo Read(Fluency)

Repack LT **(1 min)**

Day 5:

Review Skilled Words (3 min), **Progress Monitoring** (20 min) *while others build words, write sentences, read silently.*

Goal Set/Self-Reflection: (2 min)

- Unpack LT **(2 min)**
- **Chaining (4 min)** *Teachers say: "Listen for the change… make the change"*
  - plot → plop; grip → grit; clip→ clop; slam → slap;
- **LT: I can read HFW until they are sight words (3min).**
  - **read, spell, read**
  - ago, also, all (after, about, again)
- **LT: I can read words and spell words with initial consonant blends. (10min)**
  - **(4min)** -Flashcard **Initial** Blend sounds or **Consonant Blends Sound Drill Slides** **blend together when reading;**
  - **Spelling Practice (6min)**
    - d-r-u-m, p-l-a-t, f-r-o-m, b-l-o-b, b-r-a-g;
- **LT: I can read fluently with accuracy and pausing (10min)**
  - **echo group read**
- **debrief (2min)**
  - **students line up by providing word with l or r blend**

Day 3:
- Unpack LT **(2 min)**
- **PA Game D1:6**
- **Chaining (4 min)**
  - glit → slit; flog → blog; brip→ brig; crum→ crim;

4

Use 5 Star Spelling Steps… Segmenting is a strategy too use when trying to spell something…. we break each sound apart to spell and write the letters we hear correctly in order. Let's try some… (Model 1st)

- d-i-v-e; r-o-p-e;   b-i-k-e;   f-i-v-e, w-i-d-e;

6- **Book- (7 min)** *(Concepts of Print, Fluency, Comp.)*
   -**A Bath at the Pond**
   -

Day 5:
- **LT: I can understand and explain my personal reading goals for this year. (30min)**
   - Teacher works with individual students to discuss this year's reading goals

---

- **LT: I can read HFW until they are sight words (4min).**
   - **read, write, read**
   - ago, also, all (after, about, again)
- **LT: I can read words and spell words with initial consonant blends. (13min)**

   - **(3min) -**
   - **Decoding practice (5min)**
      - **https://wordwall.net/resource/4332981/og-blends/l-blends**
   - **Spelling Practice (5min)**
      - f-l-i-p, f-l-a-p, c-l-a-p, p-l-o-p, g-l-a-m;
- **LT: I can read fluently with accuracy and pausing (5min)**
   - **whisper read**
- **Debrief (2min)**
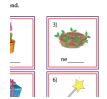   - **discuss personal feelings about fluency (self assessment)**

Day 4:

5

| | | - Unpack LT **(2 min)**
- **LT: I can read HFW until they are sight words (3min).**
    - **read, spell, read**
    - ago, also, all (after, about, again)
- **LT: I can read fluently with accuracy and pausing (10min)**
    - **whisper read**
- **LT: I can read words and spell words with initial consonant blends. (15min)**

    - (3min)
    - **L Blend Decoding Board Game (10min)**
- **Debrief (2min)**
    - **line up with a l/R blend word**

Day 5:
    - **PM/Mobymax** |
| **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** | Sink- PM- 2L C1:W2 (digraphs) | Sink- PM-2L C1:W6 (in consonant blends) |

WEEK 4	WEEK 5	WEEK 6
Learning Targets	**Learning Targets**	**Learning Targets**
● I can review and identify all short vowel sounds. ● I can decode/read words and segment/spell words with ending blends CVCC words. (-nk, -nd, -ng, -ft, -lt, -mp,) ● I can fluently read accurately with PEAR.	● I can review and identify short vowels by singing the vowel song and demonstrating the motions. ● I can decode/read words and segment/spell words with ending blends CVCC words. (-nk, -nd, -ng, -ft, -lt, -mp,) ● I can fluently read accurately with phrasing, speed and expression.	● I can review and identify short vowels by singing the vowel song and demonstrating the motions. ● I can decode/read words and segment/spell words with both initial and final blends (CCCVC, CCVCC) ● I can fluently read accurately with phrasing, speed and expression.
Materials Needed	**Materials Needed**	**Materials Needed**
● **Final Blend -ng Visual Drill Slides** ● **Final Consonant Blend Video** ● **-ink Word Activity** ● **Ending Blends -ng, -nk** ● **Decodable Book: Fun at the Pond**	● **-ink Word Activity** ● **Decodable Book: Ted Can Do Tricks** ● **sink C1W5 - MTSS slides (2L)** ● whiteboards ● PM activity	● Vowel Flashcards ● **Consonant Blends Visual Drill Slides** ● **Final Consonant Blend Video** ● **Final Blend -ng Visual Drill Slides** ● **-ink Word Activity** ● Sound Phones ● **4 Elkonin Boxes** ● **Decodable Book: Grand Slam Tennis**
Weekly Lesson Plan	**Weekly Lesson Plan**	**Weekly Lesson Plan**

Day 1: HALF DAY
 	
Day 2: N/A teacher absent
- Intro (5min)
   - Unpack LT **(1 min)**
   - **Vowel Song (2min)**
   - **Kilpatrick F1:1 (2min)**
- **LT: I can read words and spell words with final consonant blends. (8min)**
	Day 1:
	- Intro (10min)
	   - **Kilpatrick F1:4 (2min)**
	   - **Vowel Song (2min)**
	   - **Blend Review (3min)**
	   - **Chaining Practice: (2 min)**
	     ● gramp → gram; plant → plan; and→ grand;
	- **LT: I can read and spell HFW (2min)**
		Day 1:

- **Final Consonant Blend Video …. blend together when reading;** -
- Teach Consonant Blends: consonant blends are when 2 consonants are next to each other and they represent 2 sounds, BUT when we are reading we blend them together… ex. /m/ + /p/ = /mp/; /n/ + /d/ = /nd/; When we are spelling these blends we must separate each sound and letter.

- **Chaining (4 min)** *Teachers say: "Listen for the change… make the change"*
  - plot → plop; grip → grit; clip→ clop; slam → slap;
- **LT: I can read HFW until they are sight words (3min).**
  - **read, spell, read**
  - always, are, as
  - (ago, also, all, after, about, again)
- **Spelling Practice (6min)**
  - cramp, felt, swift
- **LT: I can read fluently with accuracy and pausing (5min)**
  - **echo group read**

Day 3:
- Unpack LT **(4 min)**
  - **PA Game F1:2**
  - **Vowel Song**
- **Chaining (3 min)**
  - lamp- ramp- rank- tank- tink- pink, stink, sink, wink, wind,

---

- were, when, where
- **Decoding Practice (4 min)**
  - s/a/nd/; /s/i/ft/; /h/a/nd/; /st/a/nd; sh/i/ft/;
- **Spelling Practice (5 min) (Carpet)**
  - **-ink Word Activity**
  - land; plant; thrift;
- **(8 min) Fluency P.E.A.R**
  - **Ted Can Do Tricks**
    - choral for accuracy
  - **Comprehension Q's** - (1min)
    - **What** is the setting(when and where)?
    - Who are the characters?
- Debrief (2min)
  - Students read Blend to line up

Day 2:
- Intro (10min)
  - **Kilpatrick F1:5 (2min)**
  - **Vowel Song (2min)**
  - **Blend Review (3min)**
  - **Chaining Practice: (2 min)**
    - stung → sung; fling → ling; drink → drank; bring → ring;
- **HFW practice (1 min)** *say, spell, say*
  - were, when, where
- **Decoding Practice (3 min)**
  - /br/i/nk/; /pr/a/nk; str/i/ng; w/e/ft;
- **Spelling Practice (5 min)** When we are spelling these blends we must separate each

---

- Intro (10min)
  - **Kilpatrick F1:4 (2min)**
  - **Vowel Song (2min)**
  - **Blend Review (3min)**
  - **Chaining Practice: (2 min)**
    - stem→ step → pep→ pip→ trip→ drip;
- **HFW review (1 min)** *say, spell, say - (teacher fill in)*
  - were, for, from, has
- **Decoding Practice (3 min)**
  - /st/a/mp/; /shr/u/b; /th/u/g; /shr/i/nk/

5- Spelling Practice (5 min) When we are spelling these blends we must separate each sound and letter.
ex. spell /mp/ = "m" & "p"; spell /ft/ = "f" + "t";
- s-t-a-n-d; s-t-r-a-n-d; b-r-i-s-k; b-r-a-n-d; f-a-s-t;

6- Book:(8 min) Fluency P.E.A.R
- **Grand Slam Tennis**

1-Monday- Whisper Read-==*highest level (*Accuracy*)*==
*2-Tuesday- Popcorn read (*P*ausing/*P*hrasing/smoothly component PEAR);*
*3-Wednesday- Partner Read (*E*xpression component of PEAR),*
*4-Thursday- Echo Read (*R*ate component of PEAR),*
5-Friday- Choral Read-==*lowest level*== *(all components of PEAR)*

- **Comprehension Q's** -
1-**What** is the setting(when and when)?
2- Who are the characters?
3- Can you retell in your own words? (Beg., Mid., End)
4- *Inferential Q. if applicable - state evidence (RAP, RACE)*
5- *Critical Q. if applicable - Should the …. ?*
-Repack LT (1 min)
Enrichment Adaptations for the week:
- **-ink Word Activity**

8

Column 1:

- LT: I can read HFW until they are sight words **(4min).**
  - **read, write, read**
  - always, are, as
  - (ago, also, all, after, about, again)
- LT: I can read words and spell words with final consonant blends. (13min)

  -   **(3min)**
  - **Decoding practice (5min)**
    - https://wordwall.net/resource/1575089/english/ending-blend-sort-nd-nt-mp-st
  - **Spelling Practice (5min)**
    - **spell mp; ft**
    - brand, vamp, pelt, sank, pink
- LT: I can read fluently with accuracy and pausing (6 min)
  - **whisper read**

Day 4:
- Unpack LT **(2 min)**
- LT: I can read HFW until they are sight words **(3min).**
  - **read, spell, read**
  - always, are, as
  - (ago, also, all, after, about, again)
- LT: I can read fluently with accuracy and pausing (10min)
  - **partner read**
- LT: I can read words and spell words with initial consonant blends. (13min)

Column 2:

sound and letter.
  - frank, belt, brand, grind, theft;

- **Book (8 min):** *Popcorn Read(**P**ausing-**P**hrasing)*
  - Ted Can Do Tricks
  - **Comprehension Q's (1 min) -**
    - **What** can Ned do?
    - What is the setting?
- Debrief (2min)
  - Students read Blend to line up

Day 3:
- Intro (10min)
  - **Kilpatrick F1:5 (2min)**
  - **Vowel Song (2min)**
  - **Blend Review (3min)**
  - **Chaining Practice: (2 min)**
    - frank → fran;   stink → sink; stamp →amp;
- **HFW practice: (1 min)** *say, sentence, say*
  - were, when, where
- **Decoding Practice (5 min)**
  - Ending Blend sort (nd, nt, mp, st)
- **Spelling Practice (5 min)**
  - left, prank, tank,   tramp;
  - lamp, link, blink, plank, camp, ring;
- **Book (8 min):** *Partner Read (**E**xpression)*
  Reread Decodable Book **Ted Can Do Tricks**
- **Comprehension Q's (1 min) -** Can you retell in your own words? (Beg., Mid., End)
- Debrief (2min)
  - Students read Blend to line up

Column 3:

- **Ending Blends -ng, -nk**

Day 3:

1-Vowel Review practice: Short Vowel Video/Motions

-Review Flashcard initial Blend sounds or Final Blend -ng Visual Drill Slides ex. /n/ + /k/ = /nk/; **blend together when reading;**   /m/ + /p/ = /mp/; Consonant Blends Visual Drill Slides, Final Consonant Blend Video;

"st' → /st/ = stick, stay, star

 "str" → /str/ = straw, strict

"thr" → /thr/ = throw, three, throne, throat

2- Chaining Practice: (2 min) *PA substituting & phonics;*
Students change the grapheme according to sounds they hear. (sound awareness & spelling) **Teachers say: "Listen for the change… make the change"**

  - step → strep → strip → trip→ rip→ grip → glip;

3- HFW review (1 min) *say, spell, say - (teacher fill in)* HFW Flash Fluency (Kinder)

4- Decoding Practice (3 min) *Blending is a strategy we can use when we get to words we don't know to help us with Reading the whole word accurately. Let's try …* **SHOW** *words and Blend*

  - s/t/r/i/p;   b/r/u/sh/;   /sh/u/sh/; /fl/u/sh/; /fl/a/sh/;

5- Spelling Practice (5 min) When we are spelling these blends we must separate each sound and letter.
ex. spell /mp/ = "m" & "p"; spell /ft/ = "f" + "t";
Use **5 Star Spelling Steps;**

  - **4 Elkonin Boxes**, **5 Elkonin Boxes**
  - shr-i-n-k; shr-u-n-k; s-t-o-m-p; s-t-u-m-p;

6- Book:(8 min) *Popcorn Read(**P**ausing-**P**hrasing)*

  - **Grand Slam Tennis**

-Comprehension Q's (1 min) - 1-**What** is the

	Day 4:	setting(when and when)? 2- Who are the characters? Repack LT (1 min)-

- Ending Consonant Blends worksheet (3min)
 - Spelling Practice (10min)
     - **spell mp; ft**
     - **swift, brung, ramp, blend, kelt, milk**
 	
 - **Debrief (2min)**
 	
 Day 5:
 - **PM/Mobymax**
	- **PM**	**Day 4:**
		
		 1-Vowel Review practice: Short Vowel Video/Motions
		
		 -Review Flashcard initial Blend sounds or **Final Blend -ng Visual Drill Slides** ex. /n/ + /k/ = /nk/; **blend together when reading;** /m/ + /p/ = /mp/; **Consonant Blends Visual Drill Slides**, **Final Consonant Blend Video**;
		
		 "st' → /st/ = stick, stay, star
		
		 "str" → /str/ = straw, strict
		
		 "thr" → /thr/ = throw, three, throne, throat
		
		 2- Chaining Practice: (2 min) *PA substituting & phonics;* *Students change the grapheme according to sounds they hear. (sound awareness & spelling)* **Teachers say: "Listen for the change… make the change"**
		
		     ● ring→bring→brin→bran→gran →grand→Stand→strand;
		
		 3- HFW review (1 min) *say, spell, say - (teacher fill in)* HFW Flash Fluency (Kinder)
		
		 4- Decoding Practice (3 min) *Blending is a strategy we can use when we get to words we don't know to help us with Reading the whole word accurately. Let's try …* **SHOW** *words and Blend*
		
		     ● spr/i/ng/; sp/i/n/; /str/i/ng/; /str/u/ng/; /shr/u/nk;
		
		 5- Spelling Practice (5 min) When we are spelling these blends we must separate each sound and letter.
		 ex. spell /mp/ = "m" & "p"; spell /ft/ = "f" + "t";
		 Use **5 Star Spelling Steps**;
		     ● **4 Elkonin Boxes**, **5 Elkonin Boxes**
		     ● shr-i-m-p; g-r-a-m-p-s; shr-i-n-k;
		 6- Book (8 min): *Partner Read (Expression)*
		     ● **Grand Slam Tennis**

		-Comprehension Q's (1 min) - Can you retell in your own words? (Beg., Mid., End) Repack LT **(1 min)** **Day 5:** **Review Skilled Words** (3 min), **Progress Monitoring** (20 min) *while others build words, write sentences, read silently.* **Goal Set/Self-Reflection:** (2 min)
Progress Monitor/ Assessment	**Progress Monitor/ Assessment**	**Progress Monitor/ Assessment**
Sink- PM-2L C1:W6 (end consonant blends)	Sink- PM-2L C1:W5 (beg/end consonant blends)	**Decoding 6/6:** spring, elf, strap, strand, string, shrimp; **Encoding 6/6:** grand, stomp, frank, sting, fast, stamp; **Fluency (P.E.A.R):** *"Did you see the bee sting the grand shrimp or did it get away fast?*