



## Six Week Instructional Plan for Teacher-Led RtI Instruction

Student Names & Data			
	Student Name	Overall EL Benchmark Phase	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.	<ul style="list-style-type: none"> <li>I can</li> </ul>		

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

WEEK 1	WEEK 2	WEEK 3
Learning Targets	Learning Targets	Learning Targets
<ul style="list-style-type: none"> <li>I can review and identify short vowels by singing the vowel song and demonstrating the motions.</li> <li>I can decode/read words and segment/spell words with both initial and final blends (CCVC, CCVCC)</li> <li>I can fluently read accurately with phrasing, speed and expression.</li> </ul>		
Materials Needed	Materials Needed	Materials Needed
<ul style="list-style-type: none"> <li>Vowel Flashcards</li> <li><a href="#">Consonant Blends Visual Drill Slides</a></li> <li><a href="#">Final Consonant Blend Video</a></li> <li><a href="#">Final Blend -ng Visual Drill Slides</a></li> <li><a href="#">-ink Word Activity</a></li> <li>Sound Phones</li> <li><a href="#">4 Elkonin Boxes</a></li> <li>Decodable Book: <a href="#">Grand Slam Tennis</a></li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>
Weekly Lesson Plan	Weekly Lesson Plan	Weekly Lesson Plan
	<i>Indicate how long each lesson will be on each day &amp; include general instruction strategies for each day.</i>	<i>Indicate how long each lesson will be on each day &amp; include general instruction strategies for each day.</i>
<div>Day 1:</div>	-	-

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<ul style="list-style-type: none"> <li>- Intro (10min) <ul style="list-style-type: none"> <li>- Kilpatrick F1:4 (2min)</li> <li>- Vowel Song (2min)</li> <li>- Blend Review (3min)</li> <li>- <u>Chaining Practice: (2 min)</u> <ul style="list-style-type: none"> <li>- stem→ step → pep→ pip→ trip→ drip;</li> </ul> </li> </ul> </li> <li>- <u>HFW review (1 min)</u> say, spell, say - (teacher fill in) <ul style="list-style-type: none"> <li>- were, for, from, has</li> </ul> </li> <li>- <u>Decoding Practice (3 min)</u> <ul style="list-style-type: none"> <li>- /st/a/mp/; /shr/u/b; /th/u/g; /shr/i/nk/</li> </ul> </li> </ul> <p><b>5- Spelling Practice (5 min)</b> When we are spelling these blends we must separate each sound and letter.  <b>ex. spell /mp/ = “m” &amp; “p”; spell /ft/ = “f” + “t”;</b></p> <ul style="list-style-type: none"> <li>• 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;</li> </ul> <p><b>6- Book:(8 min) Fluency P.E.A.R</b></p> <ul style="list-style-type: none"> <li>• <u>A Bath At the Pond</u></li> </ul> <p><b>1-Monday-</b> Whisper Read-<b>highest level</b> (Accuracy)  <b>2-Tuesday-</b> Popcorn read (<u>P</u>ausing/<u>P</u>hrasing/smoothly component PEAR);  <b>3-Wednesday-</b> Partner Read (<u>E</u>xpression component of PEAR),  <b>4-Thursday-</b> Echo Read (<b>R</b>ate component of PEAR),  <b>5-Friday-</b> Choral Read-<b>lowest level</b> (all components of PEAR)</p> <p>- <u>Comprehension Q's</u> -</p> <ol style="list-style-type: none"> <li>1-<b>What</b> is the setting(when and when)?</li> <li>2- Who are the characters?</li> <li>3- Can you retell in your own words? (Beg., Mid., End)</li> <li>4- <i>Inferential Q. if applicable - state evidence (RAP, RACE)</i></li> <li>5- <i>Critical Q. if applicable - Should the .... ?</i></li> </ol> <p>-Repack LT ( 1 min)</p> <p><b>Enrichment Adaptations for the week:</b></p> <ul style="list-style-type: none"> <li>• <u>-ink Word Activity</u></li> </ul>		
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<div> <ul style="list-style-type: none"> <li>Ending Blends -ng, -nk</li> </ul> <div>Day 3:</div> <div>1-Vowel Review practice: <a href="#">Short Vowel Video/Motions</a></div> <div>-Review Flashcard initial Blend sounds or <a href="#">Final Blend -ng Visual Drill Slides</a> ex. /n/ + /k/ = /nk/; <b>blend together when reading;</b> /m/ + /p/ = /mp/; <a href="#">Consonant Blends Visual Drill Slides</a>, <a href="#">Final Consonant Blend Video</a>;</div> <div>“st’ → /st/ = stick, stay, star</div> <div>“str” → /str/ = straw, strict</div> <div>“thr” → /thr/ = throw, three, throne, throat</div> <div>2- Chaining Practice: (2 min) <i>PA substituting &amp; phonics;</i>  <i>Students change the grapheme according to sounds they hear. (sound awareness &amp; spelling)</i> <b>Teachers say: “Listen for the change... make the change”</b></div> <div> <ul style="list-style-type: none"> <li>step → strep → strip → trip→ rip→ grip → glip;</li> </ul> </div> <div>3- HFW review (1 min) <i>say, spell, say - (teacher fill in)</i> <a href="#">HFW Flash Fluency (Kinder)</a></div> <div>4- Decoding Practice (3 min) <i>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 ... <b>SHOW</b> words and Blend</i></div> <div> <ul style="list-style-type: none"> <li>s/t/r/i/p; b/r/u/sh/; /sh/u/sh/; /fl/u/sh/; /fl/a/sh/;</li> </ul> </div> <div>5- Spelling Practice (5 min) When we are spelling these blends we must separate each sound and letter.                      ex. spell /mp/ = “m” &amp; “p”; spell /ft/ = “f” + “t”;                      Use <a href="#">5 Star Spelling Steps</a>;</div> <div> <ul style="list-style-type: none"> <li><a href="#">4 Elkonin Boxes</a>, <a href="#">5 Elkonin Boxes</a></li> <li>shr-i-n-k; shr-u-n-k; s-t-o-m-p; s-t-u-m-p;</li> </ul> </div> <div>6- Book:(8 min) <i>Popcorn Read(Pausing-Phrasing)</i></div> <div> <ul style="list-style-type: none"> <li><a href="#">Grand Slam Tennis</a></li> </ul> </div> <div>-Comprehension Q’s (1 min) - 1-<b>What</b> is the</div> </div>		
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<p>setting(when and when)? 2- Who are the characters?                      Repack LT (1 min)-</p> <p style="text-align: center;"><b>Day 4:</b></p> <p><b>1-Vowel Review practice:</b> <a href="#">Short Vowel Video/Motions</a>                      -Review Flashcard initial Blend sounds or <a href="#">Final Blend -ng Visual Drill Slides</a> ex. /n/ + /k/ = /nk/; <b>blend together when reading;</b> /m/ + /p/ = /mp/; <a href="#">Consonant Blends Visual Drill Slides</a>, <a href="#">Final Consonant Blend Video</a>;                      “st’ → /st/ = stick, stay, star                      “str” → /str/ = straw, strict                      “thr” → /thr/ = throw, three, throne, throat</p> <p><b>2- Chaining Practice: (2 min)</b> <i>PA substituting &amp; phonics;</i>  <i>Students change the grapheme according to sounds they hear. (sound awareness &amp; spelling)</i> <b>Teachers say: “Listen for the change... make the change”</b></p> <ul style="list-style-type: none"> <li>ring→bring→brin→bran→gran                          →grand→Stand→strand;</li> </ul> <p><b>3- HFW review (1 min)</b> <i>say, spell, say - (teacher fill in)</i> <a href="#">HFW Flash Fluency (Kinder)</a></p> <p><b>4- Decoding Practice (3 min)</b> <i>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 ...</i> <b>SHOW</b> words and Blend</p> <ul style="list-style-type: none"> <li>spr/i/ng/; sp/i/n/; /str/i/ng/;                          /str/u/ng/; /shr/u/nk/;</li> </ul> <p><b>5- Spelling Practice (5 min)</b> When we are spelling these blends we must separate each sound and letter.                      ex. spell /mp/ = “m” &amp; “p”; spell /ft/ = “f” + “t”;                      Use <a href="#">5 Star Spelling Steps</a>;</p> <ul style="list-style-type: none"> <li><a href="#">4 Elkonin Boxes</a>, <a href="#">5 Elkonin Boxes</a></li> <li>shr-i-m-p; g-r-a-m-p-s; shr-i-n-k;</li> </ul> <p><b>6- Book (8 min):</b> <i>Partner Read (Expression)</i></p> <ul style="list-style-type: none"> <li><a href="#">Grand Slam Tennis</a></li> </ul>		
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<p><b>-Comprehension Q's (1 min)</b> - Can you retell in your own words? (Beg., Mid., End)            Repack LT <b>(1 min)</b></p> <p><b>Day 5:</b></p> <p><b>Review Skilled Words</b> (3 min),  <b>Progress Monitoring</b> (20 min) <i>while others build words, write sentences, read silently.</i>  <b>Goal Set/Self-Reflection:</b> (2 min)</p>		
<b>Progress Monitor/ Assessment</b>	<p><b>Progress Monitor/ Assessment</b></p> <p><i>Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)</i></p>	<p><b>Progress Monitor/ Assessment</b></p> <p><i>Include the progress monitor (linked or listed) and the cutoff for mastery (what is the score that must be achieved to show mastery)</i></p>
<p><b>Decoding 6/6:</b> spring, elf, strap, strand, string, shrimp;  <b>Encoding 6/6:</b> grand, stomp, frank, sting, fast, stamp;  <b>Fluency (P.E.A.R):</b> <i>"Did you see the bee sting the grand shrimp or did it get away fast?"</i></p>		

WEEK 4	WEEK 5	WEEK 6
<b>Learning Targets</b>	<b>Learning Targets</b>	<b>Learning Targets</b>
I can	I can	I can
<b>Materials Needed</b>	<b>Materials Needed</b>	<b>Materials Needed</b>

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