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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
Ringold, Tejon (Mukoda)	Late Consol	35%
Alani Jones. (Salsbury)	Late Consol	49%
Carter Church (Mukoda)	Mid Consol	24%
Amiya Penn (Marks)	Mid Consol	11th%
Jahlay Stovall (Marks)	Mid Consol	19%
Collins, Chance (Marks)	Mid Consol	41%

Long Term Learning Targets for Cycle 1→
The synthesized learning of all 6 weeks learning targets.

- I can make inferences regarding informational text.
- I can use deduction while test taking to find the best answer.
- I can decode multisyllabic words.
- I can identify syllables.

Commented [1]: Nice 😊

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WEEK 1	WEEK 2	WEEK 3
Learning Targets	**Learning Targets**	**Learning Targets**
● I can understand and explain my reading identity. ● I can understand and explain the classroom norms. ● I can understand and explain my personal reading goals for this year. ● I can understand and explain what inferencing is.	I can decode multisyllabic words accurately and automatically. I can code syllables in words. I can spell words by using our spelling routine. I can read fluently with pausing.	● I can use deduction while test taking to find the best answer. ● I can practice and use inferencing when reading informational texts. ● I can locate information within a text. ● I can code syllables in words. ● I can explain and use our spelling routine. ● I can read fluently with PEAR.
Materials Needed	**Materials Needed**	**Materials Needed**
● slide deck ● class norm poster ● ujima party poster ● Garfield reading identity quiz ● What is an inference? ● Inference Game	wordwall game fluency passage (with comp sheet) PBS inference detective game Syllable sleuth ws whiteboards inference WS Mobymax	● book and comp sheet: **A food discovery** ● Inference game (Triango) ● syllable sleuth WS ● whiteboards ● mobymax ● sink C1W3 - MTSS slides (5/4h/4l)
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.
	Day 1:
	- Intro (3min)
	  - norm review
	  - learning targets
	- Decoding speed round (8min)
	  - **https://wordwall.net/resource/12765690/reading/multisyllable-words-in-sentences**
	  - discuss PEAR
		Day 1:
		- **LT: I can use Ujima to practice our classroom norms.** (3min)
		  - norm review
		  - learning targets
		- **LT: I can review last week's PM (10min)**
		- **LT:I can practice and use inferencing when reading informational texts. (12min)**
		  - **A food discovery**

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- Classroom Norms (7min)
  - Why are norms important?
  - 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 my reading identity. (12min)**
  - Garfield Reading Identity Survey
- Debrief: (3min)
  - Ujima Party Points
  - Nia Captain

Day 3:

- **LT: I can understand and explain the classroom norms. (5 min)**
  - students give fluency score to reader
- Fluency Practice (15 min)
  - popcorn read (10 min)
  - comp WS (5min)
- Debrief (3min)
  - discuss tricky words
  - what did you notice about your fluency?

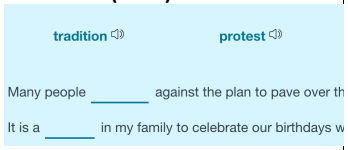
Day 2: (N/A picture day)

- Intro (3min)
  - LTs and class norms
- **LT: I can use and understand inferencing strategies.**
  - inference video (6min)
    - pause and discuss
  - Inference WS (20min)

-

Day 3:

- Intro (3min)
  - LTs and class norms
- **LT: I CAN code syllables in words. (8min)**
  - students underline any information within the text.
  - Students discuss the main ideas of each paragraph
  - students write one sentence about the overall theme of the passage
- **LT: I can improve my vocabulary by using sentence structure (3min)**



-
- **Debrief (2min)**
  - Discuss deduction strategies

Day 2: N/A Teacher Absent

- **LT: I can use Ujima to practice our classroom norms.** (3min)
  - norm review
  - learning targets
- **LT:I can practice and use inferencing when reading informational texts. (15min)**
  - students whisper read paragraph at time
  - discuss main idea of each paragraph
- **LT: I can code syllables in words. (10min)**

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- What have we done well?
- What do we need to work on?

- **LT: I can understand and explain what inferencing is. (23 min)**
  - What is an inference? **(7min)**
  - Debrief: (3min)
    - What is an inference?
    - Why is it important to infer about things in life?
    - Why is it important to infer about things we read?
  - Inference Game (15min)
- Debrief (2min)
  - Ujima Points
  - Nia Captain

Day 4:

- **LT: I can understand and explain the classroom norms. (3 min)**
- **LT: I can understand and explain my personal reading goals for this year. (25min)**
  - Students partner up to play inference game
  - Teacher works with individual students to discuss this year's reading goals
- Debrief (2min)
  - Ujima Points
  - Nia Captain

Day 5:

- **LT: I can understand and explain the classroom norms. (3 min)**
- **LT: I can understand and explain my**

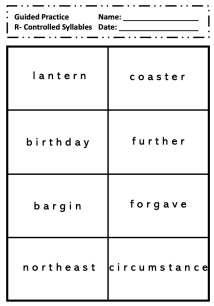
-

- **LT: I CAN read fluently with PEAR; I CAN comprehend what I read. (15min)**
  - read questions before reading passage
  - students whisper read and complete comp questions
    - ***COMPLETE SENTENCES***
- Debrief (2min)

Day 4:

- **LT: I can understand and explain the classroom norms. (3min)**
  - LTs/norms
  -
- **LT: I CAN code syllables in words. (22min)**
  - **finish comp sheet from yesterday (7min)**
  - **student teachers to debrief (15min)**

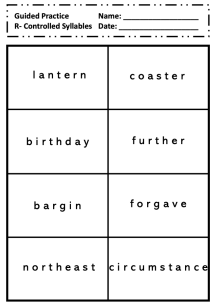
-
- **LT: I can use Ujima to play learning**



- **(left side)**
- **Debrief (2min)**
  - how does identifying syllables help you become a better reader?

Day 3:

- **LT: I can use Ujima to practice our classroom norms.** (3min)
  - norm review
  - learning targets
- **LT: I can code syllables in words. (10min)**



- **(right side)**

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personal reading goals for this year. (25min) - Students partner up to play inference game - Teacher works with individual students to discuss this year's reading goals - Debrief (2min) - Ujima Points - Nia Captain	**games with my classmates. (5min)** - **https://wpsu.org/games/wpsuGames_DetectivesNotebook/index.html** Day 5: - PM/mobymax	- **LT: I can read fluently with PEAR. (15min)** - **partner read (10min)** - **write 2 sentences about why you liked or disliked this passage** - **Debrief (2min)** - How does deduction help you become a better test taker? Day 4: - **LT: I can use Ujima to practice our classroom norms.** (3min) - norm review - learning targets - **LT: I can explain and use our spelling routine (10min)** - focus, remember, roadblock, improvise, - **LT: I can practice and use inferencing when reading informational texts. (15min)** - **A food Discovery (popcorn)** - **Debrief (2min)** - Discuss PM tomorrow - students must bring laptops 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	*Turtles Love The Beach Too (5MCQ's)* *Code Syllables: protect, problem*	SYLLABICATION PM

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		https://www.readworks.org/90ad8cf2-3839-41a3-b100-be03d10e11fd

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WEEK 4	WEEK 5	WEEK 6
Learning Targets	**Learning Targets**	**Learning Targets**
I can use sentence structure to improve my vocabulary. I can code syllables to read troublesome words. I can read fluently with PEAR. I can use process of elimination when answering MC questions.	I can read fluently with PEAR. I can code syllables to read troublesome words.	I can code syllables to read troublesome words. I can use text details to understand characters.
Materials Needed	**Materials Needed**	**Materials Needed**

• Kilpatrick PA Games
• Readworks "The Ants and the Grasshopper" (with express question set)
• Cause & Effect site (game, WS, video)
• Parents' Day (3rd grade inference passage)
• sink C1W4 - MTSS slides (5/4h/4l/3H)
	• Fluency Theater: "The Enchanted Journey"
	• PEAR Fluency metric card
	• sink C1W5- MTSS slides (5/4h/4l/3H)
		• sink C1W6 - MTSS slides (5/4h/4l/3H)
		• Detective inference game
		• Readworks passage
		  ○ The Chimp's Champ
		  ○ Kid Ambassadors
		  ○ vocab activity
		• Kilpatrick PA Drills
		• youtube video
		• graphic organizer (character traits)

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: N/A Half Day
 	
Day 2:
- Intro (3min)
  - Kilpatrick PA D2:1
- Readworks (20min) (The Ant and the Grasshopper)
  - Vocabulary activity (4min)
  - build words through spelling routine
  - identify syllable types within word
  - Fluency Practice with question set (16min)
  - **code troublesome words in realtime**
  - Read question first then have one student read aloud while others check for fluency. once answer is found, read next question and next student reads passage
  - stop when answer is found
  - **process of elimination when answering**
  - **students must give reasons the answers are incorrect**
- Review PM (8min)
- Debrief (2min)
	Day 1:
	- Intro (2min)
	  - Kilpatrick PA D2:5
	- Code the words (5min)
	  - dissatisfied, horizontal, expectation
	- Fluency Theater (15min)
	  - **Alani/Amiya PM makeup**
	  - Characterx-s:
	  - **Sarah:** Amiya
	  - **Ben:** Carter
	  - **Grandma:** Jahlay
	  - **Wizard:** Tejon
	  - **Dragon/Owl/Crystal/King:** Chance
	  - **Narrator:** Alani
	  - scene 1/2
	  - What is the setting?
	- Sentence (5min)
	  - Write about how you will improve your fluency.
	
	Day 2:
	- Intro (2min)
	  - Kilpatrick PA D2:6
	- Code the words (5min)
	  - significant, dominate, equivalent
	- Fluency Theater (15min)
	  - scene 3/4
	- Sentence (5min)
	  - Write about what's next for your character.
	
	Day 3:
	- Intro (2min)
		Day 1: N/A Teacher Absent
		
		Day 2:
		- **Intro (2min)**
		  - Kilpatrick PA D2:8
		- **LT: I Can improve my vocabulary by using sentence structure (4min)**
		  - **global**
		- **LT: I Can code troublesome words (5min)**
		  - comprehension**,** nonrenewable, contemplation
		- **LT: I Can review and use inferencing (5min)**
		  - **https://wpsu.org/games/wpsuGames_DetectivesNotebook/index.html**
		- **LT: I Can review my PM from last week (12min)**
		  - **listen, self critique last week's reading**
		
		Day 3:
		
		- **Intro (2min)**
		  - Kilpatrick PA D2:9
		- **LT: I Can improve my vocabulary by using sentence structure (3min)**
		  - **abroad**
		- **LT: I Can use text details to understand characters (25min)**
		  - Characters' thoughts and feelings | Reading | Khan AcademyCharacter Traits | Major Events and

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Day 3:
- Intro (3min)
  - Kilpatrick PA D2:2
- Vocabulary activity (4min)
  - build words through spelling routine
  - identify syllable types within word
- Cause & Effect Lesson (18 min)
  - https://www.roomrecess.com/Lessons/CauseAndEffect/Video.html
  - https://www.roomrecess.com/mobile/CauseEffect/play.html
  - Cause and effect WS
  - Write a cause and effect sentence (5min)
- Inference Detective Game (5min)
 	
Day 4:
- Intro (3min)
  - Kilpatrick D2:3
- Vocabulary activity (4min)
  - build words through spelling routine
  - identify syllable types within word
- Cause and Effect Quiz (5min)
  - https://www.roomrecess.com/Quizzes/CauseAndEffectQuiz/Quiz.html
- Fluency Practice (16min)
  - **code troublesome words in realtime**
- Debrief (2min)
 	
Day 5:
- PM/MobyMax
	- Kilpatrick PA D2:7
	- Fluency Theater (20min)
	  - Practice individual lines (5min)
	  - entire play straight through (15min)
	- Sentence (8 min)
	  - Reflect on your fluency. Did you improve in the areas you wanted to? Why or why not?
	
	Day 4:
	- Intro (2min)
	- PM: Fluency Theater (28min)
	  - Recorded
	  - Students also grade other's fluency
	  - students graded on fluency and writing for the week
		Challenges | 2nd Grade Reading | eSpark Instructional Video**(4min)**
		- Graphic Organizer (2min)
		  - Discuss purpose of organizer
		- Whisper Read (5min)
		  - https://www.readworks.org/article/Kid-Ambassadors/d8aa7822-7f91-41a6-b4d9-cb55949ee617#!questionsetsSection:1763/articleTab:content/
		- Fillin Organizer about Thorin (5min)
		  - note text evidence
		- Group MC (5min)
		  - Process of Elimination
		
		Day 4:
		- **Intro (2min)**
		  - Kilpatrick PA D2:9
		- **LT: I Can improve my vocabulary by using sentence structure (3min)**
		  - **conference**
		- **LT: I Can use text details to understand characters (22min)**
		  - Whisper Read (5min)
		  - https://www.readworks.org/article/The-Chimps-Champ/ff3d9c0b-1adf-4f5e-9697-64814baeef0f#!articleTab:content/
		- Fillin Organizer about Jane Goodall (3min)

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		- Self Assess (3min)
		  - fillin organizer about own character traits
		- Compare organizers and write a sentence about the similarities/differences between you and Jane (6min)
		- Group MC (5min)
		  - Process of Elimination
		
		Day 5: PM
		- **one vocab**
		- **read works passage**
		  - **a rally against poverty**
		
		Breaking Open Syllable Words - bad guy - Billie Eilish (Parody)

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Parents Day PM	**PM: Fluency Theater and weeks writing assignment**	

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