



Six Week Instructional Plan for Teacher-Led RtI Instruction

| Student Names & Data | | | |
|---|---|----------------------------|----------------|
| | Student Name | Overall EL Benchmark Phase | 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. | <ul style="list-style-type: none"> • I can identify the 5 W's to tell the gist of a story. • I can understand and retell the sequence of a story. | | |

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.

| WEEK 1 | WEEK 2 | WEEK 3 |
|---|--|---|
| Learning Targets | Learning Targets | Learning Targets |
| I can use the 5W's to tell the gist of a story. I can understand and retell the sequence of a story. I can use descriptive language when telling a story. | I can code syllables to read troublesome words. I can use text details to understand characters. | |
| Materials Needed | Materials Needed | Materials Needed |
| <ul style="list-style-type: none"> ● sink C2W1 - MTSS slides (5/4h/4l/3H) ● syllable ladder ● Kilpatrick PA Drills ● youtube video ● graphic organizer (character traits) ● 5 W's/ gist graphic organizer ● rank order organizer | <ul style="list-style-type: none"> ● sink C1W6 - MTSS slides (5/4h/4l/3H) ● Detective inference game ● Readworks passage <ul style="list-style-type: none"> ○ The Chimp's Champ ○ Kid Ambassadors ○ vocab activity ● Kilpatrick PA Drills ● youtube video ● graphic organizer (character traits) ● 5 W's/ gist graphic organizer ● rank order organizer | <ul style="list-style-type: none"> ● |
| Weekly Lesson Plan | Weekly Lesson Plan | Weekly Lesson Plan |
| <i>Indicate how long each lesson will be on each day & include general instruction strategies for each day.</i> | <i>Indicate how long each lesson will be on each day & include general instruction strategies for each day.</i> | <i>Indicate how long each lesson will be on each day & include general instruction strategies for each day.</i> |
| Day 1: | Day 2: | - |
| <ul style="list-style-type: none"> - Intro (5 min) <ul style="list-style-type: none"> - Kilpatrick PA D2:8 - Syllable Ladder - LT: I can use descriptive language when telling a story (8min) <ul style="list-style-type: none"> - students fill in WS and discuss their Thanksgiving plate - https://my.hrw.com/nsmedia/intg-os/html/PDFs/Rank_Order_Chart.pdf | <ul style="list-style-type: none"> - Intro (2min) <ul style="list-style-type: none"> - Kilpatrick PA D2:9 - LT: I Can improve my vocabulary by using sentence structure (3min) <ul style="list-style-type: none"> - abroad - LT: I Can use text details to understand characters (25min) <ul style="list-style-type: none"> - Characters' thoughts and feelings Reading Khan Academy Character Traits Major Events and | |

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| <ul style="list-style-type: none"> - LT: I can understand the 5 W's in a story and explain the gist (15 min) <ul style="list-style-type: none"> - Students tell about what they did on break/ others take notes using organizer - Summarize the Gist of a text using the 5 Ws - The Present - CGI Awarded short film (2014) - 5 W's/ gist graphic organizer - Debrief (2min) <ul style="list-style-type: none"> - What are the 5W's - How can they help you understand the gist of a story <ul style="list-style-type: none"> - read/seen/heard <p>Day 2: n/a nguzo saba performance</p> <p>Day 3: n/a field trip</p> <p>Day 4: n/a field trip</p> <p>Day 5:</p> <ul style="list-style-type: none"> - Intro (5min) <ul style="list-style-type: none"> - Kilpatrick PA D2:8 - Vowel Team Review - Syllable Ladder - LT: Speed Decoding Round (8min) <ul style="list-style-type: none"> - https://wordwall.net/resource/9084161/og-vowel-teams-ea/ea-words | <p>Challenges 2nd Grade Reading eSpark Instructional Video(4min)</p> <ul style="list-style-type: none"> - Graphic Organizer (2min) <ul style="list-style-type: none"> - Discuss purpose of organizer - Whisper Read (5min) <ul style="list-style-type: none"> - https://www.readworks.org/article/Kid-Ambassadors/d8aa7822-7f91-41a6-b4d9-cb55949ee617#!questionsetsSection:1763/articleTab:content/ - Fillin Organizer about Thorin (5min) <ul style="list-style-type: none"> - note text evidence - Group MC (5min) <ul style="list-style-type: none"> - Process of Elimination <p>Day 3:</p> <ul style="list-style-type: none"> - Intro (2min) <ul style="list-style-type: none"> - Kilpatrick PA D2:9 - LT: I Can improve my vocabulary by using sentence structure (3min) <ul style="list-style-type: none"> - conference - LT: I Can use text details to understand characters (22min) <ul style="list-style-type: none"> - Whisper Read (5min) <ul style="list-style-type: none"> - 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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| <ul style="list-style-type: none"> - https://wordwall.net/resource/5577830/phonics/vowel-team-multisyllabic-words - LT: Speed Read Sequence (8min) <ul style="list-style-type: none"> - A Zoo Adventure <ul style="list-style-type: none"> - teams identify sequence in story - Spelling Teams (8 min) <ul style="list-style-type: none"> - steamboat, complain, eating, northeast, meaning, painter - <p>Breaking Open Syllable Words - bad guy - Billie Eilish (Parody)</p> | <ul style="list-style-type: none"> - Self Assess (3min) <ul style="list-style-type: none"> - fillin organizer about own character traits - Compare organizers and write a sentence about the similarities/differences between you and Jane (6min) - Group MC (5min) <ul style="list-style-type: none"> - Process of Elimination <p>Day 4:</p> <p>Day 5: PM</p> <ul style="list-style-type: none"> - one vocab - read works passage <ul style="list-style-type: none"> - a rally against poverty - | |
| <p>Progress Monitor/ Assessment</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>Progress Monitor/ Assessment</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>Progress Monitor/ Assessment</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> |
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| WEEK 4 | WEEK 5 | WEEK 6 |
|--|--|--|
| Learning Targets | Learning Targets | Learning Targets |
| I can | I can | I can |
| Materials Needed | Materials Needed | Materials Needed |
| • | • | • |
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