



Six Week Instructional Plan for Teacher-Led RtI Instruction

Student Names & Data	<table border="1"> <thead> <tr> <th>Student Name</th> <th>Overall EL Benchmark Phase</th> <th>Fall '23 MAP Percentile</th> </tr> </thead> <tbody> <tr> <td>Lee, Jeremiah (Marks)</td> <td>Late full</td> <td>11th%</td> </tr> <tr> <td>Watson, Brycen (Mukoda)</td> <td>Late full</td> <td>6th%</td> </tr> <tr> <td>Johnson, Taylor (Mukoda)</td> <td>Early Consolidated</td> <td>9th%</td> </tr> <tr> <td>Na'Berrie Banks</td> <td>Middle Partial</td> <td></td> </tr> <tr> <td>Nadia Alexander. (Salsbury)</td> <td>Late Partial</td> <td>6th%</td> </tr> <tr> <td>Manlove, Zih'on (Marks)</td> <td>Early Consolidated</td> <td>19th</td> </tr> </tbody> </table>	Student Name	Overall EL Benchmark Phase	Fall '23 MAP Percentile	Lee, Jeremiah (Marks)	Late full	11th%	Watson, Brycen (Mukoda)	Late full	6th%	Johnson, Taylor (Mukoda)	Early Consolidated	9th%	Na'Berrie Banks	Middle Partial		Nadia Alexander. (Salsbury)	Late Partial	6th%	Manlove, Zih'on (Marks)	Early Consolidated	19th
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Long Term Learning Targets for Cycle 1→ The synthesized learning of all 6 weeks learning targets.	<ul style="list-style-type: none"> • I can read and spell words with Long A spelling patterns (ai, ay, a_e). • I can read and spell words with Long O spelling patterns (oa, ow, o_e). • I Can read and spell words with Long E spelling patterns (ee, ea, -y) • I can identify and read multisyllabic words with open and closed syllables. • I can read fluently with PEAR. • I can explain and use our spelling routine. • I can spell multisyllabic words. 																					

WEEK 1	WEEK 2	WEEK 3
Learning Targets	Learning Targets	Learning Targets
<ul style="list-style-type: none"> 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 identify and read words with open and closed syllables. 	<ol style="list-style-type: none"> I can identify and read multisyllabic words with closed syllables. I can read fluently with Pausing. I can explain and use our spelling routine. 	<p>I can read and spell words with Long A spelling patterns (ai, ay, a_e).</p> <p>I can read fluently with PEAR.</p>
Materials Needed	Materials Needed	Materials Needed
<ul style="list-style-type: none"> slide deck class norm poster ujima party poster Garfield reading identity quiz open/closed syllable game long/short vowel poster syllable ID poster 	<ul style="list-style-type: none"> kilpatrick book reading comp passage closed syllable speed drill whiteboards closed syllable go fish Book: Guess which ball? sink c1w2(2H/3L) 	<ul style="list-style-type: none"> Closed syllable Go Fish sink C1W3 - MTSS slides (2H/3L) youtube video wordwall decoding game Long A fillin WS
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>
<p>Day 1:</p> <ul style="list-style-type: none"> First Day Transition (5min) <ul style="list-style-type: none"> Discuss hallway procedures expectations Nia Captain Class Introductions (5min) <ul style="list-style-type: none"> Utilize proper sentence structure to introduce themselves and one thing they enjoy doing. Classroom Norms (7min) <ul style="list-style-type: none"> Why are norms important? 	<p>Day 1:</p> <ul style="list-style-type: none"> Intro (5min) <ul style="list-style-type: none"> Classroom norm review What is a syllable? <ul style="list-style-type: none"> one vowel sound=one syllable Kilpatrick D1:1 LT: I can explain and use our spelling routine. (12min) <ul style="list-style-type: none"> Intro (2min) Individual Practice 	<p>Day 1:</p> <ul style="list-style-type: none"> Intro (2min) <ul style="list-style-type: none"> review norms Learning Targets PM Makeup- Na’Berrie, Zi’hon, Jeremiah (25min) <ul style="list-style-type: none"> Taylor, Brycen, Nadia <ul style="list-style-type: none"> Closed syllable Go Fish Debrief (3min)

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

- 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)**
 - What have we done well?
 - What do we need to work on?
 - **LT: I can read and spell words with open**

- sunset, catfish, bathmat
 - Spelling Teams
 - goldfish, dishpan, showroom, northwest, snowflake
 - **LT: I can read fluently with Pausing. (12min)**
- | SUPERSTAR | Pam's Afternoon | Team |
|---|-----------------|------|
| Read the sentences. Answer each question with the correct answer. | | |
| The girl thing Pam did when she got home from school was put her homework in her backpack. Then Pam took out her laptop and played a game on it. After that, she went to the kitchen and ate a snack. Next, Pam went to her room. Then, it was time for dinner. Pam took a nap for a while and ate the first of three after dinner. Pam's mom reminded her to take the trash to the apartment before she read watch. So, after that, it was time for bed. | | |
| What did Pam do in a game on? | | |
| What is another name for a notebook? | | |
| When did Pam get her homework? | | |
| What is the first thing Pam did when she got home from school? | | |
- **Debrief (2min)**
 - ujima points
- Day 2: N/A Picture Day
- Day 3
- **Intro (5min)**
 - Classroom norm review
 - what is a syllable?
 - Kilpatrick D1:2
 - **LT: I can explain and use our spelling routine. (12min)**
 - catnap
 - northwest, snowflake, roadway, steamboat,
 - thunderstorm
 - **LT: I can read fluently with Pausing. (10min)**

- Day 2: N/A Teacher Absent**
- Day 3:**
- **LT: I can use Ujima to practice our classroom norms. (2min)**
 - norm review
 - learning targets
 - **LT: I can review last week's PM (10min)**
 - **LT: I CAN read and spell words with Long A spelling patterns (ai, ay, a_e, a) (17min)**
 - [Long Vowel Letter a - ai/a-e/ay - English4abc - Phonics song](#)(4min)
 - Discuss poster (3min)
 - Word Chain (5min)
 - ran, rain, brain, brake, bake, fake, fame, flame, lame, lane, sane, stain
 - Decoding Speed Round (5 min)
 - <https://wordwall.net/resource/52749095/ay-a-e-ai>
 - Debrief (1min)
- Day 4:**
- **LT: I can use Ujima to practice our classroom norms. (3min)**
 - norm review
 - learning targets
 - PA Game: D1:6
 - **LT: I CAN read and spell words with Long A spelling patterns (ai, ay, a_e, a) (27min)**
 - Review Long A Poster (2min)
 - Chaining: (3min)

and closed syllables. (23 min)

- Intro (8min)
 - What is a syllable?
 - One vowel sound=one syllable
 - What is a vowel sound?
 - discuss difference between long and short sound
 - [What is a Syllable? | Open and Closed Syllables | Kids Academy](#)(4min)
- Debrief: (4min)
 - How can syllables help us identify the sounds in a word?
 - How can syllables help us read words?
 - How can syllables help us spell words?
 - Closed Syllable Worksheet (10min)
- Debrief (2min)
 - Ujima Points
 - Nia Captain

Day 4:

- **finish syllable worksheet from yesterday (10min)**
- **LT: I can use imani to read fluently. (15min)**
- **LT: I can use kujichagulia to complete all my assignments.**
- Debrief (2min)
 - Ujima Points

Supersyllab	Pan's Afternoon	Time
Read the sentences. Answer each question with the correct answer.		
1. The thing that all when she get home from school was put her homework in her backpack. Then she took out her papers and placed them on a table that she went to the kitchen and ate a sandwich. Then she went to the restroom. Then, it was time for about the bath. She got in the bath and she took a bubble bath. After she took her bubble bath she went to the kitchen and she made her dinner. She ate her dinner and she went to bed.		
What did Pan do when she got home?		
What is another name for a backpack?		
Where did Pan go for homework?		
What is the first thing that she did when she got home from school?		

- (complete comp answers)
- **Debrief (2min)**
 - ujima points

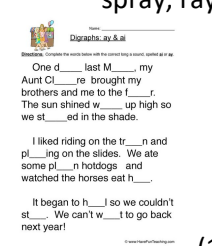
Day 3:

- **Intro (3min)**
 - Classroom norm review
 - Kilpatrick D1:3
- **LT: I can identify and read multisyllabic words with closed syllables. (15min)**
 - closed syllable speed drill
- Debrief (5min)
 - check scores?
 - where you better the first or third time?
 - how did practicing help you become better readers?
- Ujima Points

Day 4:

- **Intro (5min)**
 - classroom norm review
 - kilpatrick D1:4
- **LT: I can read fluently with Pausing. (15 min)**

- plain, plate, play, pray, spray, ray, stay



ay & ai

Read the sentences. Complete the words below with the correct long or short vowel sound.

One d ____ last M ____ my Aunt Cl ____ brought my brothers and me to the f ____ r. The sun shined w ____ up high so we st ____ ed in the shade.

I liked riding on the tr ____ n and pl ____ ing on the slides. We ate some pl ____ n hotdogs and watched the horses eat h ____.

It began to h ____ so we couldn't st ____ We can't w ____ t to go back next year!

- (10min)
- Spelling Practice (7min)
 - paint, snake, stay, shape, train, tray
- Decoding Speed Round (5min)
 - <https://wordwall.net/resource/52749095/ay-a-e-ai>

Day 5

- PM/MobyMax

<p>Day 5:</p> <ul style="list-style-type: none"> - Nia Captain - LT: I can use Umoja to play learning games with my classmates. (25min) <ul style="list-style-type: none"> - Closed syllable go fish - - Debrief (2min) <ul style="list-style-type: none"> - Ujima Points - Nia Captain 	<ul style="list-style-type: none"> - Book: Guess Which Ball - Review PEAR <ul style="list-style-type: none"> - pausing - partner read (10min) - Comp Review (5min) - LT: I can use Umoja to play learning games with my classmates. (10 min) <ul style="list-style-type: none"> - Closed syllable go fish - Debrief (5min) <ul style="list-style-type: none"> - Spelling Routine - Every syllable has 1 vowel Sound - Ujima Points <p>Day 5:</p> <ul style="list-style-type: none"> - PM 	
<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>
<p>N/A</p>	<p>Sink- PM- 2H/3L C1:W2 (closed syllables)</p>	<p>Sink- PM- 3L C3:W3 (Long A)</p>

WEEK 4	WEEK 5	WEEK 6
Learning Targets	Learning Targets	Learning Targets

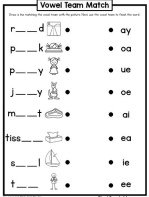
Please rename as YOURNAME_CYCLE#_GROUP NAME Example: Pratta_Cycle 1_Panthers Plan (You can do this by clicking on the name above and changing)
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<p>I can read and spell words with open and closed syllables.</p> <p>I can read and spell words with Long O spelling patterns (oa, ow, o_e).</p> <p>I can read fluently with PEAR.</p>	<p>I can read and spell words with long E vowel teams (ee, ea, e_e)</p> <p>I can read fluently with PEAR.</p> <p>I can code troublesome words.</p>	<p>I can read fluently with PEAR.</p> <p>I can read and spell multisyllabic words with long vowel teams. (Cycle Review)</p>
<p>Materials Needed</p>	<p>Materials Needed</p>	<p>Materials Needed</p>
<ul style="list-style-type: none"> ● sink C1W4 - MTSS slides (2H/3L) ● wordwall games ● Book: Winds Blow ● youtube videos (linked below) ● whiteboards ● Long O poster ● kilpatrick pa drills 	<ul style="list-style-type: none"> ● wordwall games ● kilpatrick ● Long vowel WS ● Long E worksheet ● Book: ● Long E Poster ● sink C1W5 - MTSS slides (2H/3L) 	<ul style="list-style-type: none"> ● sink C1W6 - MTSS slides (2H/3L) ● whiteboards, ● syllable ladder ● kilpatrick drill book ● Book: ● wordwall decoding game
<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>Day 1: N/A (Half Day)</p> <p>Day 2:</p> <ul style="list-style-type: none"> - Intro (2min) <ul style="list-style-type: none"> - Kilpatrick PA D2:1 - LT: I can read words with closed syllables. (6min) <ul style="list-style-type: none"> - Breaking Closed Syllable Words - Old Town Road - Lil Nas X (Parody)(2min) - Decode chorally (4min) 	<p>Day 1:</p> <ul style="list-style-type: none"> - Intro (2min) <ul style="list-style-type: none"> - Kilpatrick PA D2:4 - LT: I CAN read fluently with accuracy (10 min) <ul style="list-style-type: none"> - PM Makeup: Zi'hon/Jeremiah - Partner read for accuracy <ul style="list-style-type: none"> - Taylor/Nadia - Brycen/Na'Berrie - LT: I CAN spell words with Long vowel teams. (10min) 	<p>Day 1: N/A Teacher Absent</p> <p>Day 2:</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: I Can read fluently with accuracy (10min) <ul style="list-style-type: none"> - Partner read - LT: I Can identify syllables (5min)

- mistake, embrace, always, escape, painful,
- **LT: I can read and spell words with Long O spelling patterns (15min)**
 - [Long Vowel Letter o - oa/o-e/ow - English4abc - Phonics song](#)(3min)
 - Discuss poster (3min)
 - Word Chain (4min)
 - blow, below, low, load, loaf, alone, bone, zone, stone, stow, slow, slowly, slope
 - Decoding Speed Round (5 min)
 - <https://wordwall.net/resource/1482317/ow-and-oa>
- **LT: I can review my PM (5min)**
- **Debrief (2min)**

Day 3:

- **Intro (4min)**
 - Kilpatrick PA D2:2 (2min)
 - Vowel Team sound review (2min)
- **LT: I can read words with open syllables. (6min)**
 - [Breaking Open Syllable Words - bad guy - Billie Eilish \(Parody\)](#)(2min)
 - Decode chorally (4min)
 - refrain, locate, below, ozone, propose alone



Vowel Team Match

r _ _ d	• ay
p _ _ k	• oa
p _ _ y	• ue
j _ _ y	• oe
m _ _ t	• oi
h _ _ s	• ea
s _ _ l	• ie
t _ _	• ee

- **Long E WS**
- **LT: I CAN read words with Long E Spelling Patterns (5min)**
 - <https://wordwall.net/resource/10091360/ea-ee-ey-two-syllable-words>
- **Debrief (2min)**
 - **Discuss sound Poster**

Day 2:

- Intro (2min)
 - Kilpatrick PA D2:5
- **LT: I CAN read fluently with Pausing/Phrasing. (8min)**
 - popcorn read
- LT: I CAN read words with Long E spelling patterns (3min)
 - <https://wordwall.net/resource/10091360/ea-ee-ey-two-syllable-words>
- **LT: I CAN spell words with Long E spelling patterns (8min)**
 - cheap, cream, dream, ordeal each
- **LT: I CAN code troublesome words (5min)**
 - refrain, seamstress, persistently

- code: meditate, releasing, preplay
- **LT: I Can spell multisyllabic words (8min)**
 - **say words one syllable at a time**
 - pro-vide, de-cay, be-stow-ment, fol-low-ing,
- **LT: I can review last week's PM (2min)**

Day 3:

- Intro (5min)
 - Kilpatrick PA D2:8
 - Vowel Team Review
 - Syllable Ladder
- **LT: I Can read fluently with expression (15min)**
 - **whiteboards & books**
 - popcorn - pausing to code the word
- **LT: I Can spell multisyllabic words (8min)**
 - **say words one syllable at a time**
 - en-croach-ment, leaf-lets, team-mate, en-ter-tain-ment, meat-ball, mis-treat-ment
- **Debrief (2min)**
 - line up with vowel teams

Day 4:

- Intro (5min)
 - Kilpatrick PA D2:8

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<ul style="list-style-type: none"> - LT: I can read fluently with PEAR (10min) <ul style="list-style-type: none"> - Partner Read - LT: I can spell words with Long O Spelling Patterns (10 min) <ul style="list-style-type: none"> - broke, coat, throat, elbow, rainbow, <p>Day 4:</p> <ul style="list-style-type: none"> - Intro (4min) <ul style="list-style-type: none"> - Kilpatrick PA D2:3 (2min) - Vowel Team sound review (2min) - LT: I can read and spell words with Long O spelling patterns (16min) <ul style="list-style-type: none"> - decoding speed teams (8 min) <ul style="list-style-type: none"> - students split into 2 teams. must read word automatically. last team standing wins - https://wordwall.net/resource/1482317/ow-and- oa - https://wordwall.net/res ource/54808861/oa-and- ow-multisyllabic-words - Spelling Teams (8min) <ul style="list-style-type: none"> - below, railroad, snowy, follow - LT: I can read fluently with PEAR. (8min) <ul style="list-style-type: none"> - Echo (student teacher) 	<ul style="list-style-type: none"> - Debrief (2min) <ul style="list-style-type: none"> - students say sounds to line up <p>Day 3:</p> <ul style="list-style-type: none"> - Intro (2min) <ul style="list-style-type: none"> - Kilpatrick PA D2:6 - LT: I CAN read fluently with expression. (10min) <ul style="list-style-type: none"> - partner read <p>TEAMS</p> <ul style="list-style-type: none"> - LT: I CAN read words with Long E spelling patterns (8min) <ul style="list-style-type: none"> - https://wordwall.net/resource/380 27826/long-e-sound-sort - https://wordwall.net/resource/ 10091360/ea-ee-ey-two- syllable-words - LT: I CAN spell words with Long E spelling patterns (8min) <ul style="list-style-type: none"> - feast, steamboat, teacher, midstream, meaning - Debrief (2min) <ul style="list-style-type: none"> - students say sounds to line up <p>Day 4:</p> <ul style="list-style-type: none"> - PM 	<ul style="list-style-type: none"> - Vowel Team Review - Syllable Ladder - LT: I Can spell multisyllabic words (8min) <ul style="list-style-type: none"> - say words one syllable at a time - mis-treat-ment, im-peach-ment, heat-er, con-tain-er, re-veal-ing - LT: I Can read fluently with pausing/phrasing (12min) <ul style="list-style-type: none"> - whiteboards & books - popcorn - pausing to code the word - LT: I Can read words with long vowel teams (5min) <ul style="list-style-type: none"> - https://wordwall.net/resource/ 55577830/phonics/vowel-team- multisyllabic-words <p>Day 5:</p> <ul style="list-style-type: none"> - PM/Mobymax
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<p>- Debrief (2min)</p> <p>Day 5:</p> <p>- PM/Mobymax</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>	<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>Sink- PM- 3L C3:W5 (Long O)</p>	<p>Sink- PM- 2H/3L C3:W3 (Long E)</p>	