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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	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

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

- I can

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WEEK 1	WEEK 2	WEEK 3
Learning Targets	**Learning Targets**	**Learning Targets**
I can read fluently with PEAR. I can read and spell multisyllabic words with long vowel teams. (Cycle Review)		
Materials Needed	**Materials Needed**	**Materials Needed**
● sink C1W6 - MTSS slides (2H/3L) ● whiteboards, ● syllable ladder ● kilpatrick drill book ● Book: Grain Chain ● wordwall decoding game		●
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:
- Intro (5min)
  - Kilpatrick PA D2:8
  - Vowel Team Review
  - Syllable Ladder
- **LT: I Can read fluently with accuracy (10min)**
  - Partner read
- **LT: I Can identify syllables (5min)**
  - 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,
	Day 2:
	- 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
		-

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- **LT: I can review last week's PM (2min)**
 	
Day 2: - N/A Nguzo Saba Performance
 	
Day 3: N/A Field Trip
 	
Day 4: N/A Field Trip
 	
Day 5:
- **Ujima Party**
	- **Debrief (2min)**
	  - line up with vowel teams
	
	Day 3:
	- Intro (5min)
	  - Kilpatrick PA D2:8
	  - Vowel Team Review
	  - Syllable Ladder
	- **LT: I Can spell multisyllabic words (8min)**
	  - **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)**
	  - **whiteboards & books**
	  - popcorn - pausing to code the word
	- **LT: I Can read words with long vowel teams (5min)**
	  - https://wordwall.net/resource/55577830/phonics/vowel-team-multisyllabic-words	

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)*

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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**
•	•	•
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.*
	-	
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)*

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