



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>MAP Percentile</th> </tr> </thead> <tbody> <tr> <td>Nicolas Battle (Scott)</td> <td>Independent</td> <td>19%</td> </tr> <tr> <td>Laila Ricks</td> <td>Late Consolidated</td> <td>39%</td> </tr> <tr> <td>Wendell Guichard (Scott)</td> <td>Independent</td> <td>32%</td> </tr> <tr> <td>Maalik Youngblood</td> <td>ind</td> <td>18%</td> </tr> <tr> <td>Jayla Reeves/. Lamb</td> <td>early consolidated</td> <td>62%</td> </tr> <tr> <td>Jasmine Baughn (Scott)</td> <td>Independent</td> <td>41%</td> </tr> </tbody> </table>	Student Name	Overall EL Benchmark Phase	MAP Percentile	Nicolas Battle (Scott)	Independent	19%	Laila Ricks	Late Consolidated	39%	Wendell Guichard (Scott)	Independent	32%	Maalik Youngblood	ind	18%	Jayla Reeves/. Lamb	early consolidated	62%	Jasmine Baughn (Scott)	Independent	41%
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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 make inferences regarding informational text. ● I can use deduction (process of elimination) 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 explain and use our spelling routine. ● I can read fluently with PEAR. ● I can use sentence structure to improve my vocabulary. ● I can code syllables to read troublesome words. 																					


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
<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 understand and explain what inferencing is. 	<p>I can identify and discuss my reading goals for this year.</p> <p>I can code syllables in words.</p> <p>I can read fluently with PEAR.</p> <p>I can practice and use inferencing when reading a text.</p>	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> slide deck class norm poster ujima party poster Garfield reading identity quiz What is an inference? Inference Game 	<p>reading MAP goal WS</p> <p>fluency passage (with comp sheet)</p> <p>PBS inference detective game</p> <p>Syllable sleuth ws</p> <p>whiteboards</p> <p>inference WS</p> <p>Mobymax</p> <p>sink C1W2 - MTSS slides (5/4h/4l)</p>	<ul style="list-style-type: none"> 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	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) 	<p>Day 1:</p> <ul style="list-style-type: none"> LT: I can use Ujima to practice our classroom norms. (3min) <ul style="list-style-type: none"> norm review learning targets LT: I CAN identify my reading goals for this year. (18min) 	<p>Day 1:</p> <ul style="list-style-type: none"> LT: I can use Ujima to practice our classroom norms. (3min) <ul style="list-style-type: none"> norm review learning targets LT:I can practice and use inferencing when reading informational texts. (22min) <ul style="list-style-type: none"> Test Makeup: Nick, Jayla A food discovery

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- Utilize proper sentence structure to introduce themselves and one thing they enjoy doing.
 - 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

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- **LT: I can read fluently with PEAR. (10min)**
 - popcorn read
 - students discuss each others glows, grows for fluency
 - **Debrief (2min)**
 - discuss how awareness of goals leads to success
- Day 2:
- Intro (3min)
 - LTs and class norms
 - **LT: I CAN code syllables in words. (8min)**


 - **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)

- 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)**

tradition ⇄ protest ⇄

Many people _____ against the plan to pave over th

It is a _____ in my family to celebrate our birthdays w
 - **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 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)**
 - students whisper read
 - inference WS
 - **LT: I can code syllables in words. (10min)**
 - [Breaking Closed Syllable Words - Old Town Road - Lil Nas X \(Parody\)](#)

- 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 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:

- Day 3:
- **LT: I can understand and explain the classroom norms. (3min)**
 - LTs/norms
 - **LT: I CAN code syllables in words. (20min)**
 - **student teachers to debrief**
- | | | | |
|----------------------|-----------|-------------|-------------|
| Vowel Team Syllables | | Name: _____ | Date: _____ |
| leaflet | repeat | | |
| railroad | cocoa | | |
| chimpanzee | sustain | | |
| discreet | Tennessee | | |
- **LT: I can use Ujima to play learning games with my classmates. (8min)**
 - <https://wpsu.org/games/wpsuGamesDetectivesNotebook/index.html>

- Day 4:
- 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:
- **LT: I can use Ujima to practice our classroom norms. (3min)**
 - norm review
 - learning targets
 - **LT: I can code syllables in words. (10min)**
- | | | |
|-------------------------|--------------|-------------|
| Guided Practice | | Name: _____ |
| R- Controlled Syllables | | Date: _____ |
| lantern | coaster | |
| birthday | further | |
| bargin | forgave | |
| northeast | circumstance | |
- 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)**
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<ul style="list-style-type: none"> - 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) <ul style="list-style-type: none"> - Students partner up to play inference game - Teacher works with individual students to discuss this year's reading goals - Debrief (2min) <ul style="list-style-type: none"> - Ujima Points - Nia Captain 	<div style="text-align: center;">  </div> <p>Day 5:</p> <ul style="list-style-type: none"> - PM/mobymax 	<ul style="list-style-type: none"> - LT: I can read fluently with PEAR. (15min) <ul style="list-style-type: none"> - partner read (10min) - write 2 sentences about why you liked or disliked this passage - Debrief (2min) <ul style="list-style-type: none"> - How does deduction help you become a better test taker? <p>Day 4:</p> <ul style="list-style-type: none"> - LT: I can use Ujima to practice our classroom norms. (3min) <ul style="list-style-type: none"> - norm review - learning targets - LT: I can explain and use our spelling routine (10min) <ul style="list-style-type: none"> - focus, remember, roadblock, improvise, - LT: I can practice and use inferencing when reading informational texts. (15min) <ul style="list-style-type: none"> - A food Discovery (popcorn) - Debrief (2min) <ul style="list-style-type: none"> - Discuss PM tomorrow <ul style="list-style-type: none"> - students must bring laptops <p>Day 5:</p> <ul style="list-style-type: none"> - PM/MobyMax
<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>SYLLABICATION PM</p>

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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
<ul style="list-style-type: none"> ● 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) 	<ul style="list-style-type: none"> ● Fluency Theater: "The Enchanted Journey" ● PEAR Fluency metric card ● sink C1W5- MTSS slides (5/4h/4l/3H) 	<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)
Weekly Lesson Plan	Weekly Lesson Plan	Weekly Lesson Plan
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<p>Day 1: N/A Half Day</p> <p>Day 2:</p> <ul style="list-style-type: none"> - Intro (3min) <ul style="list-style-type: none"> - Kilpatrick PA D2:1 - Readworks (20min) (The Ant and the Grasshopper) <ul style="list-style-type: none"> - Vocabulary activity (4min) <ul style="list-style-type: none"> - build words through spelling routine - identify syllable types within word - Fluency Practice with question set (16min) <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - stop when answer is found - process of elimination when answering - students must give reasons the answers are incorrect <ul style="list-style-type: none"> - Review PM (8min) - Debrief (2min) 	<p>Day 1:</p> <ul style="list-style-type: none"> - Intro (2min) <ul style="list-style-type: none"> - Kilpatrick PA D2:5 - Code the words (5min) <ul style="list-style-type: none"> - dissatisfied, horizontal, expectation - Fluency Theater (15min) <ul style="list-style-type: none"> - Characters: <ul style="list-style-type: none"> - Sarah: Laila - Ben: Maalik - Grandma: Jasmine - Wizard: Nick - Dragon/Owl/Crystal/King: Wendell - Narrator: Jayla - scene 1/2 - What is the setting? - Sentence (5min) <ul style="list-style-type: none"> - Write about how you will improve your fluency. <p>Day 2:</p> <ul style="list-style-type: none"> - Intro (2min) <ul style="list-style-type: none"> - Kilpatrick PA D2:6 - Code the words (5min) <ul style="list-style-type: none"> - significant, dominate, equivalent - Fluency Theater (15min) <ul style="list-style-type: none"> - scene 3/4 - Sentence (5min) <ul style="list-style-type: none"> - Write about what's next for your character. <p>Day 3:</p> <ul style="list-style-type: none"> - Intro (2min) <ul style="list-style-type: none"> - Kilpatrick PA D2:7 	<p>Day 1: N/A Teacher Absent</p> <p>Day 2:</p> <ul style="list-style-type: none"> - Intro (2min) <ul style="list-style-type: none"> - Kilpatrick PA D2:8 - LT: I Can improve my vocabulary by using sentence structure (4min) <ul style="list-style-type: none"> - global - LT: I Can code troublesome words (5min) <ul style="list-style-type: none"> - comprehension, nonrenewable, contemplation - LT: I Can review and use inferencing (5min) <ul style="list-style-type: none"> - https://wpsu.org/games/wpsuGames_DetectivesNotebook/index.html - LT: I Can review my PM from last week (12min) <ul style="list-style-type: none"> - listen, self critique last week's reading <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"> - abroad - LT: I Can use text details to understand characters (25min) <ul style="list-style-type: none"> - Characters' thoughts and feelings Reading Khan AcademyCharacter Traits Major Events and
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<p>Day 3:</p> <ul style="list-style-type: none"> - Intro (3min) <ul style="list-style-type: none"> - Kilpatrick PA D2:2 - Vocabulary activity (4min) <ul style="list-style-type: none"> - build words through spelling routine - identify syllable types within word - Cause & Effect Lesson (18 min) <ul style="list-style-type: none"> - 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) <p>Day 4:</p> <ul style="list-style-type: none"> - Intro (3min) <ul style="list-style-type: none"> - Kilpatrick PA D2:3 - Vocabulary activity (4min) <ul style="list-style-type: none"> - build words through spelling routine - identify syllable types within word - Cause and Effect Quiz (5min) <ul style="list-style-type: none"> - https://www.roomrecess.com/Quizzes/CauseAndEffectQuiz/Quiz.html - Fluency Practice (16min) <ul style="list-style-type: none"> - code troublesome words in realtime - Debrief (2min) <p>Day 5:</p> <ul style="list-style-type: none"> - PM/MobyMax 	<ul style="list-style-type: none"> - Fluency Theater (20min) <ul style="list-style-type: none"> - Practice individual lines (5min) - entire play straight through (15min) - Sentence (8 min) <ul style="list-style-type: none"> - Reflect on your fluency. Did you improve in the areas you wanted to? Why or why not? <p>Day 4:</p> <ul style="list-style-type: none"> - Intro (2min) - PM: Fluency Theater (28min) <ul style="list-style-type: none"> - Recorded - Students also grade other's fluency - students graded on fluency and writing for the week 	<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 4:</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"> - 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 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>Breaking Open Syllable Words - bad guy - Billie Eilish (Parody)</p>
<p>Progress Monitor/ Assessment <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 <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 <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>Parents Day PM</p>	<p>PM: Fluency Theater and weeks writing assignment</p>	

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