

Tier One/Week One

(For Students who demonstrate proficiency at or above grade level)

Students at this level will need direct instruction from the teacher 2-3 days per week.

Multi-syllable Phonics

20 minutes

(Common Core Standards #RF 4.3, 4.3a)

Day 1	Day 2
Teacher Led Introduce and practice air writing (Phonics book slide 2) T.M 8, 9 Use words from SI packet page 2, any column	Teacher Led Prefixes (Phonics book slide 3-4) T.M 9

Scaffolding:

Teacher led and independent practice days may alter based on student need.

Fluency/Comprehension Practice

20 minutes

(Common Core Standards #RF 4.4 a,c)

Day 1
End of the Year (Level T) T.M 25-26

Scaffolding:

Fluency passages are taken from the Reading A-Z online library. Students read fluency passages for 1 day and then can practice a past fluency passage or a page from their reading books with a partner to work fluency and phrasing throughout the week.

Comprehension/Vocabulary Practice

30 minutes

NOTE: F=Fiction, NF=Non fiction

Common Core Standards # RF 4.4 a,c)

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Content Area Reading (Use a classroom textbook as the resource for this lesson.)</p> <p>Strategy: Determining Importance Slide: 12 T.M 31-35</p> <p>As this is text book reading instruction, teachers will need to choose applicable vocabulary words</p>	<p>Reading Workshop</p> <p>Comprehension Mini-lesson: Visualize (Comprehension slide 50-55) T.M 58-60</p> <p>Optional Text: Horseshoes Aren't Just for Good Luck (F – Level T)</p> <p>Vocabulary arthropod erosion horseshoe crab jetty larva molt</p> <p>T.M 61-66 Slides 56-57</p>	<p>Independent Reading</p> <p>Comprehension Mini-lesson: Visualize (Comprehension slide 50-55) T.M 58-60</p>	<p>Reading Workshop</p> <p>Comprehension Mini-lesson: Visualize (Comprehension slide 50-55) T.M 58-60</p> <p>Optional Text: Deserts Dry (NF-Level T)</p> <p>Writing Option: Use prompting words to write one descriptive word, from the story, that goes with each prompting word</p> <p>Vocabulary dormant evaporate irrigation mineral moisture nomad oasis resource T.M 61-66 Slides 56-57</p>	<p>Independent Reading</p> <p>Comprehension Mini-lesson: Visualize (Comprehension slide 50-55) T.M 58-60</p> <p>Partner Option: Choose a section from your book to visualize and then verbalize, using prompting words, with a partner</p>

Scaffolding:

For Grades 4 and 5, a reading workshop model is recommended. Instructions on how to set this up can be found at [HYPERLINK "http://www.readersworkshop.org/"](http://www.readersworkshop.org/) <http://www.readersworkshop.org/>