# Instructional Plan

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| Name: Lee BrooksGrade: 1st Age: 7 | | | Tutor: Amanda Ricketts  Sessions: Spring, 2013 | |
| STRENGTHS | | | AREAS OF NEED | |
| * Prior knowledge for comprehension * Writing (ideas, conventions, sentence fluency) * Ability to make self corrections while reading * Explicit comprehension * Fluency rate meets 1st grade expectations | | | * Motivation/Interest in literacy (scored in 0% on Attitude Survey) * Short vs. Long vowels/ He uses but confuses long vowel patterns * Pronunciation of letter/blend sounds * Implicit comprehension skills * Cross checking (reading for meaning) | |
| Literacy Diet | Objectives | Instructional Strategies | | Evaluation Methods |
| Fluency | Lee will increase his reading fluency in order to reach end of first grade fluency expectation of 53 wpm. | Rereading familiar text each session  * **Charting fluency growth with the same book on a fluency chart in order to have Lee become aware of his fluency.** * **Utilize technology tools to build motivation by having Lee record his readings into the IPAD and then listen to his recordings.** | | Fluency chart- Amount of words per minute Lee’s fluency grows after the 4th reading of the same text.  * **Informal Reading Inventory Fluency Rate.** |
| Word Knowledge *(Word Rec, Decoding, Spelling, Vocabulary)* | Lee will be able to differentiate between long and short vowel patterns while reading words in text.Lee will increase his Word Recognition in Isolation levelLee will be able to identify consonant digraphs and blends  * **Lee will be able to manipulate the b/m/e of CVC words.** | Long vs. Short word sorts  * **Digraph sorts/Game** * **CVC, CVCe, CVVC word sorts, explicit lesson on open/closed/silent e/ bossy r/ 2 vowel patterns.** * **Make a word strategy with tiles to manipulate phonemes** | | Word Recognition in Isolation test  * **Miscue Analysis during reading** * **Phonemic Awareness Assessment** |
| Comprehension | Lee will increase his abilities to answer implicit questions during, and after reading.  * **Lee will show text evidence to explain his answer to ensure he is using the text and not prior knowledge**. * **Lee will read for meaning by cross-checking.** | QAR- teaching Lee the 4 different type of questions (right there, think and search, author and me, on your own) Use of QAR bookmark.  * **Think Aloud- Modeling how to answer implicit questions** * **Reading Strategy Posters** | | Informal Reading Inventory- Increase in number of implicit questions answered.  * **Informally assesses whether Lee can provide text evidence for explicit questions.** |
| Writing | Lee will develop a sense of story with a beginning, middle, and end.  * **Lee will correctly form the letter’s b & d.** * **Lee will transfer knowledge of blends into his writing.** | Using graphic organizes to plan a beginning, middle and end of a narrative story.  * **Stretching unfamiliar words out together with the use of sound boxes.** * **“Make a Bed” strategy to aid in the confusion of B’s & D’s.** | | Unassisted piece of writing. |