

Instructional Planning Form-Sample for Tier 2

Student Names
1 Mark
2 Erik
3 Anthony
4

Teacher Name: Greg Outstanding

Date: Updated Feb. 22, 2010

Goal: 40 wrc by March

Plan Evaluation Dates: Sept. 22, Oct. 24, Nov. 18, Jan. 22, Feb. 22, Mar 10,

Objective	Teaching Strategy	Materials	Arrangement	Time	Motivational Strategies	Assessment Procedures
<p>Oral Reading 40 wrc with 95% accuracy. 3/5 consecutive weekly checks.</p>	<p>-Before Reading: Oral conversation about topic, picture walk, additional pictures as needed to develop sense of meaning, partner talking. Review of difficult words, model reading -During Reading: Read with SUE acronym-reinforce</p>	<p>Story Town Intervention Materials, Other text materials of high interest</p>	<p>1:3 Small group reading daily in addition to the reading done during reading time in the classroom. Teacher: Greg Outstanding, extra practice with Julie, assistant</p>	<p>10:30-11:15 AM Time spent on oral reading, 15 mins. daily</p>	<p>-Set reading goal, 1 word increase each week. -When all in group meet the goal, 10 mins. of read aloud by the teacher.</p>	<p>Oral reading, gr. 1 probes, 2x per month</p>
<p>Sight Words Mastery of first 150 Dolch Sight Words (Graph)</p>	<p>-3-5 practices a day. -20 words per week/15 known and 5 new -flashcards, games</p>	<p>Dolch Sight Words Story Town, magnetic letter tiles Use class spelling test words when doing phonics practice.</p>	<p>1:3 Peer partner practice 1:3</p>	<p>10 mins. on Monday and Friday, Practice 3-5 times per day. Home practice daily.</p>	<p>-Student graphs progress</p>	<p>Progress Graph weekly</p>

<p>Phonics Move from Emergent to Name-Alphabetic Spelling . Includes beginning and ending consonants sounds, letter-sound correspondence, common short vowel words. (Words Their Way)</p>	<p>Follow suggested phonics instruction strategies within Story Town. Supplement with Making Words Daily-use words from Story Town, Follow Reading Recovery Sounding Out process using sounding blanks</p>			<p>10-15 mins daily,</p>	<p>Positive recognition</p>	<p>Words their Way Developmental Spelling Test, quarterly during small group intervention time. Weekly spelling tests in the classroom. Writing Analysis quarterly.</p>
<p>Use Fix-up Strategies Observed when reading: use of pictures, slowing down, rereading, and sounding out.</p>	<p>-Model: What strategy did I use? -Purposeful practice -Recognize when used</p>	<p>Story Town,</p>	<p>1:3</p>	<p>5 mins.</p>		

Integrity Check

Date_____	Date_____	Date_____	Date_____	Date_____	Date_____	Date_____
<p>___ Time ___ Use of materials ___ Motivation Strat ___ # of sessions p/wk. ___ Assessment ___ Grouping Arrangement</p>	<p>___ Time ___ Use of materials ___ Motivation Strat ___ # of sessions p/wk. ___ Assessment ___ Grouping Arrangement</p>	<p>___ Time ___ Use of materials ___ Motivation Strat ___ # of sessions p/wk. ___ Assessment ___ Grouping Arrangement</p>	<p>___ Time ___ Use of materials ___ Motivation Strat ___ # of sessions p/wk. ___ Assessment ___ Grouping Arrangement</p>	<p>___ Time ___ Use of materials ___ Motivation Strat ___ # of sessions p/wk. ___ Assessment ___ Grouping Arrangement</p>	<p>___ Time ___ Use of materials ___ Motivation Strat ___ # of sessions p/wk. ___ Assessment ___ Grouping Arrangement</p>	<p>___ Time ___ Use of materials ___ Motivation Strat ___ # of sessions p/wk. ___ Assessment ___ Grouping Arrangement</p>

Alignment:

- Teaching assistant during reading block, provide extra practice support for oral reading, sight words and spelling practice,
- On parent night teach parents how to review sight words, and how to guide oral reading of students.
- Differentiated spelling lists in classroom, during spelling time. Small group intervention use the spelling words during phonics practice

Extra Practice: Practice sight words 3-5x daily. 3 times with peer partners, 1 time in small group reading, and 1 time at home or with another staff person in the school. Practice current reading selection daily with parent or other adult/older peer