**Instructional Planning Guide**

Tutor’s Name: Carol Pippen

Student Name: Alexis W.

Age: 12

Grade: 6

Instructional Reader Type:

Independent reading level: 2

Instructional reading level: 3

Frustrational reading level: 4

Notes on reading:

Students reads word by word. She pauses to try and sound words out. When prompted she will go back and reread to increased fluency and understanding. This is one area to practice so she begins to do this independently. She also finger points periodically to support attention. She is distracted easily.

*Word Study Stage:* EDR *Begin Instruction with which features:* photo

Focus instruction on ***(select 1 main area)***:

What Essential Overarching Question will guide our lessons over the 6 weeks?

How have events such as war and the civil rights movement impacted change in the country?

What comprehension strategy will we work to build towards independence?

We will working to determine importance of information in passages. We will identify main idea and the supporting details.

What writing genre and/or focus will we include in our studies?

Organization and centra theme

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| --- | --- | --- | --- |
| **Lesson** | **Reading for Fluency** | **Word Knowledge** | **Reading and Writing** |
| **1** | Healthy Kids  The fluency through out tutoring will be for the student to use a small piece of paper to capture several words together. She will read only those words together, moving the paper to then capture the next phrase. This strategy for fluency improvement will occur each time we reread from the previous days lesson. | **Features:** Roots-Gen  **Activity/ies:**  Root Tree | **Text:**  Colonization and the Revolutionary War-first page  **Writing**:  Write a summary sentence of the main idea we determine today |
| **2** | Colonization and the Revolutionary War-first page | **Features:** Roots -Ced  **Activity/ies:**  Root Tree and word hunt in the reading | **Text:**  Colonizationa and the Revolutionary War-second page  **Writing**:  Write a paragraph on how the important details from this pasage support our EQ. |
| **3** | Colonization and the Revolutionary War-second page | **Features:** Roots-Cred  **Activity/ies:**  Game with cards of the words she has created with the roots (we will use index cards to make words and then play our game, | **Text:**  Slavery, the Civil War &Reconstruction-first page and 1/2.  **Writing**:  Compare details from this passage to the last passage that are similar focusing on how the country was changed. (Venn Diagram) |
| **4** | Slavery, the Civil War & Reconstruction-first page and 1/2 | **Features:** Roots-Aud  **Activity/ies:**  Root Tree | **Text:**  Slavery, the Civil War & Reconstruction-second and third pages  **Writing**:  Craft a paragraph explain how these events changed the country using textual evidence. |
| **5** | Section from Slavery, the Civil War & Reconstruction | **Features:** Root-Duct  **Activity/ies:**  Sort comparing roots that including roots we have highlighted | **Text:**  Letter from Jackie Robinson on Civil Rights  **Writing**:  Bullet any informtion from the firt part of the passage that describes change occuring in the nation dring the civil rights movement. Write explaining what Jackie Robinson's point of view on Civil Rights, use evidence to support your answer. |
| **6** | Selected passage form letter | **Features:** Roots-Ject  **Activity/ies:**  sort from the DOE enhanced scope and sequence | **Text:**  Story of Rosa Parks  **Writing**:  How did Rosa's action spark change in the country? |