

.DRI Collaboration
Cycle Dates: 4-22-19 to 5-22-2019
 Collaborators: Franz-40 minutes/5x, Wachter

Priority Standard	Reading for All Purposes // Increasing word understanding, word use, and word relationships increases vocabulary // Evidence Outcomes // Know and apply grade-level phonics and word analysis skills in decoding words//multi-syllabic words. Focus on one syllable words at this time and build towards multi-syllabic words.
Instructional Objective	<p>Students will be able to apply grade level phonics and word analysis skills to decode words to increase their fluency skills:</p> <p>Week 1: I can read closed syllables with blends-four sounds only suffix-/ s/ with: a) 95% to 100% accuracy when timed Words Per Minute (60 second timing) b) meaningful phrases, preservation of syntax and read with expression (prosody)</p> <p>Week 2 and 3: I can read Closed syllable exceptions: ild, ind, old, ost, olt with: a) 95% to 100% accuracy when timed Words Per Minute (60 second timing) b) meaningful phrases, preservation of syntax and read with expression (prosody)</p> <p>Week 4 and 5: I can read Five sounds in closed syllable, suffix-/s/ with: a) 95% to 100% accuracy when timed Words Per Minute (60 second timing) b) meaningful phrases, preservation of syntax and read with expression (prosody)</p> <p>Week 5 and 6: I can read Three-letter blends and up to six sounds in a closed syllable with: a) 95% to 100% accuracy when timed Words Per Minute (60 second timing) b) meaningful phrases, preservation of syntax and read with expression (prosody)</p>

Assessment: Using Wilson Fluency program to track students' ability to apply phonics skills taught and increase sight word recognition. Wilson Fluency Reader Book Two which covers Closed Syllables (Blends and Welded Sounds)
 -Progress is assessed by establishing baselines then with 2-4 trial drills a week which are charted in each student's book in these areas a) high frequency words b) phrases c) un-phrased reading *see criteria above in I can statements.

Week 1 -Franz DRI Group

Monday-Tuesday 4-22-2019

Group instruction	<ol style="list-style-type: none">1) Baseline testing on Wilson Reader Two: Fish in a Small Pond * other students who are not being tested work on word search2) Teacher introduces word card set one to students and reads them to students
Indv and partner	<ol style="list-style-type: none">4) Students practice reading word card set one5) Then students time themselves for word card one set

Wed-Thursday

Group instruction	<ol style="list-style-type: none">1) Fish in a small Pond story: We read Hank story2 Teacher goes over phrases set 1 with students3) Teacher goes over phase set 1 with students
Indv and partner	Student practice word card set one and phases set 1

Friday 3.6.2019 (11:20-11:50)

Group instruction	<ol style="list-style-type: none">1) Post testing on Wilson Reader Two: Fish in a Small Pond *Students do extra practice sheets in three ring binder for week 2
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Indv and partner	Students chart themselves on word card set 1 and phrase set one *Teacher does 15 sec evaluation on word card set and phrase set

Week 2 and Week 3 Franz DRI Group

Monday and Tuesday 5.29.19 -5-30-2019

Group instruction	<ol style="list-style-type: none"> 1) Baseline testing on Wilson Reader Two: Gold at Cold Creek * other students who are not being tested work on word search 2) Teacher introduces word card set oneto students and reads them to students
Indv and partner	<ol style="list-style-type: none"> 4) Students practice reading word card set one 5) Then students time themselves for word card one set

Wednesday- Thursday

Group instruction	<ol style="list-style-type: none"> 1) Gold at Cold Creek story: We read story 2) Teacher goes over phrases set 1 with students
Indv and partner	<ol style="list-style-type: none"> 3) Students practice reading Word set 1 chart how many they read correctly 4) Students practice reading phrase set 1

Friday and Monday

**Group
instruction**

- 1) Story: We read this story
- 2) Introduce phrase set 2 to students

**Indv and
partner wk**

- 3) Students practice phrase set 2
- 4) Students practice word set 1 and chart
- 5) student practice phrase set 1 and chart

Tuesday-Wednesday

**Group
instruction**

- 1) Story: We read this story
- 2) Introduce word set two to students

**Indv and
partner**

- 3) Students practice word set two
- 4) Students practice phrase set two and char

Thursday-Friday

**Group
instruction**

Post testing on Wilson Reader Two: Gold at Cold Creek
* students do extra practice sheets in three ring notebook for that week while others testing

**Indv and
partner**

2) Students practice word set one and two
3) Students practice phrase set one and two
*Teacher will give 15 sec evaluation of word sets one and two, and phrase sets one and two

Week 4 and Week 5 (Franz DRI Group)

Monday and Tuesday May 13 and May 14th

Group instruction	<ol style="list-style-type: none">1) Baseline testing on Wilson Reader Two: Grump * other students who are not being tested work on word search2) Teacher introduces word card set one to students and reads them to students
Indv and partner	<ol style="list-style-type: none">4) Students practice reading word card set one5) Then students time themselves for word card one set

Wed and Thursday

Group instruction	<ol style="list-style-type: none">1) Grump story: We read story2) Teacher goes over phrases set 1 with students
Indv and partner	<ol style="list-style-type: none">3) Students practice reading Word set 1 chart how many they read correctly4) Students practice reading phrase set 1

Friday and Monday

Group instruction	1) Story: We read this story 2) Introduce phrase set 2 to students
Indv and partner	3) Students practice phrase set 2 4) Students practice word set 1 and chart 5) student practice phase set 1 and chart

Tuesday and Wednesday

Group instruction	1) Story: We read this story 2) Introduce word set two to students
Indv and partner wk	3) Students practice word set two 4) Students practice phrase set two and char

Thursday and Friday

Group instruction	Post testing on Wilson Reader Two: Grump * students do extra practice sheets in three ring notebook for that week while others testing
Indv and partner	2) Students practice word set one and two 3) Students practice phrase set one and two *Teacher will give 15 sec evaluation of word sets one and two, and phrase sets one and two

Week 6 -Franz DRI Group

Monday (11:10-11:50)

Group instruction	<ol style="list-style-type: none">1) Baseline testing on Wilson Reader Two: Split Cliffs Hikes * other students who are not being tested work on word search2) Teacher introduces word card set one to students and reads them to students
Indv and partner	<ol style="list-style-type: none">4) Students practice reading word card set one5) Then students time themselves for word card one set

Tuesday

Group instruction	<ol style="list-style-type: none">1) Split Cliffs Hikes story: We read story2) Teacher goes over phrases set 1 with students
Indv and partner	<ol style="list-style-type: none">3) Students practice reading Word set 1 chart how many they read correctly4) Students practice reading phrase set 1

Wednesday

Group instruction	1) Story: We read this story 2) Introduce phrase set 2 to students
Indv and partner	3) Students practice phrase set 2 4) Students practice word set 1 and chart 5) student practice phase set 1 and chart

Thursday

Group instruction	1) Story: We read this story 2) Introduce word set two to students
Indv and partner wk	3) Students practice word set two 4) Students practice phrase set two and char

Friday (11:15-11:50)

**Group
instructi
on**

Post testing on Wilson Reader Two: Split Cliffs Hikes
* students do extra practice sheets in three ring notebook for that week while others testing

**Indv
and
partner**

- 2) Students practice word set one and two
 - 3) Students practice phrase set one and two
- *Teacher will give 15 sec evaluation of word sets one and two, and phrase sets one and two