

Lesson Components	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Warm-Up</p> <p>Reviewing previously taught skills/patterns through word play.</p>	Word Chain	Guess the Pattern	Word Chain	Guess the Pattern	Follow the Pattern
<p>Multisyllable Word Work</p> <p>Explicit instruction on:</p> <ul style="list-style-type: none"> ➤ The 6 syllable types ➤ Simple and complex syllable division rules ➤ Decoding and encoding MS words 	<p>Reading Multisyllable Nonsense Words</p> <p>Decoding</p>	<p>Reading Multisyllable Real Words</p> <p>Decoding</p>	<p>Syllable Mapping</p> <p>Encoding</p>	<p>Syllable Mapping</p> <p>Encoding</p>	<p>Sentence Dictation</p> <p>Applying current learning with previously taught skills.</p>
<p>Reading (830L-1010L)</p> <p>The text for the week is the foundation for the word study. Students learn and apply word attack strategies (syllabication and morphological structures) in authentic text.</p>	<p>Building Background</p> <p>Using short teacher read aloud, videos, connected text, and other media to gain background knowledge on the topic of weekly text.</p>	<p>Exposure to Text #1</p> <p>Read & Annotate</p> <p>Identify unknown words and important ideas, pose questions, and make connections through structure annotation strategies.</p>	<p>Exposure to Text #2</p> <p>Weekly Words in Context</p> <p>Defining Weekly Words in text based on the morphological structure.</p>	<p>Exposure to Text #3</p> <p>Reading for Accuracy</p> <p>Apply knowledge of syllabication and morphological structures to accurately read text.</p>	<p>Exposure to Text #4</p> <p>Synthesize Your Thinking</p> <p>Pulling together background knowledge, newly learned ideas, connections, inferences, and summaries to become aware of how personal thinking has changed and evolved through reading of text.</p>
<p>Morphology</p> <p>Building word knowledge and meaning through the morphological structure of words.</p>	<p>Decode</p> <p>Decoding the regularly patterned Weekly Words (text vocabulary) using syllabication. Weekly Words with irregular patterns are explicitly taught.</p>	<p>Define 1</p> <p>Identifying the affixes and roots in the Weekly Words and defining words based on the meanings of the morphemes.</p>	<p>Define 2</p> <p>Identifying the affixes and roots in the Weekly Words and defining words based on the meanings of the morphemes.</p>	<p>Word Construction with Morpheme Cards</p> <p>Building and defining words using previously taught morphemes. This application is completed using wipe-off color-coded morpheme cards and a morphology mat.</p>	<p>Morpheme Manipulation</p> <p>Decoding, encoding, and defining multisyllable words while manipulating morphemes through word chaining.</p>
<p>Response to Reading</p> <p>Demonstrating comprehension of text through oral and written response.</p>	<p>Essential Question(s)</p> <p>Question(s) posed to set the purpose for the weekly reading.</p>	<p>Identify</p> <p>Standards-based response through identification:</p> <ul style="list-style-type: none"> • main idea/key details • support for an inference • evidence for author's point • structure of text • connections 	<p>Written or Oral</p> <p>Response related to word meaning in text.</p>	<p>Written or Oral</p> <p>Respond to standards-based comprehension question.</p>	<p>Written</p> <p>Synthesize thinking based on weekly reading through written response.</p>