

READING Strand: Literature/ Poetry OR Informational AND Listening/Speaking

Text Title:

Author:

Standard/s:

Strategy and/or Graphic Organizer --- Use to Respond to Text

SAT 10 Task
Card Question/s:

Essential
Question:

- Primary

- Secondary

- Ongoing

Strand: Foundational Skills

Strand: Language

Standard - Concepts of Print:

- ___ L to R, T to B, P by B
- ___ Spoken words represented by letters
- ___ Words separated by spaces
- ___ Recog /name upper & lower case letters
- ___ First word of a sentence/ last word

Phonological/ Phonemic Awareness:

- ___ **Rhyme:** Recognition or Production
- ___ **Alliteration:** Initial Sounds
- ___ **Sentence Segmenting**
- ___ **Syllables** Blending/Segmenting/Deletion
- ___ **Onset/Rimes:** Blending
- ___ **Phoneme:** Matching/Isolating Initial Sound, Final Sounds, Medial Sounds
- ___ **Phoneme Manipulation:**
Initial/Final Phoneme Deletion
Blend Deletion, Phoneme Substitution,
Second Phoneme in Blend Deletion

Standard - Phonics:

- Letter-Sound Correspondences
- ___ Consonant Letter Names/Sounds
- ___ Vowel Letter Names/ Sounds (short/long)
- ___ Hard & Soft Cc & Gg
- ___ Multiple Sounds of Xx & Ss
- Consonant Blends & Digraphs
- ___ Consonant Digraphs/ Consonant Blends
- ___ Silent Letter/ Oddities
- Variant Vowels
- ___ Vowel Digraphs, ___ Diphthongs
- Syllable Patterns
- ___ Closed, ___ Open, ___ VCe, ___ R Controlled,
- ___ Vowel Team, ___ Final Stable
- Structural Analysis
- ___ Compound Words, ___ Inflectional Suffixes
- ___ Prefixes, ___ Base/Root Words
- ___ Derivational/ Chameleon Suffixes

High Frequency Words:

Fluency : Opportunities to Reread

- With purpose & understanding
- Accuracy (Correctness)
- Rate (Speed)
- Expression (Tone & Intonation)
- Reread to Confirm/Self-Correct

Standard: Vocabulary Acquisition

Standard: Conventions

LANGUAGE ARTS Strand: Writing & Language

Genre: Text Types	Process:	Targeted Skills:	Language Standards	
			Grammar/Usage	Conventions
___Opinion -I think, I know -sense of closure ___Informative/Expository -name topic/subject -supply information -sense of closure ___Narrative - two or more appropriately sequenced events -Details of what happened -temporal to signal event order -sense of closure ___Research: _Shared Research/Writing _Gather Info to Answer Questions	Prewrite/Plan: List Graphic Organizer or Sketch Draft: Use labeled diagrams to explain Write what happened Revise Based on Questions & Suggestions: Add another word Add more color to picture Add more information/details Reorder information Edit: _Grammar _Conventions Publish: _ Class or individual Book _ PowerPoint /Video	Organizing - Clump Details _Sequencing (BME) Transitions-progression /time _Topic sentence _Beginnings (Question, Exclamation, Onomatopoeia) _Endings (Feeling/Reaction, Universal word, Question) Composing/Literary Skills: _Strong Verbs - _Descriptive Attributes-color, #, size, age, shape _Specificity -use names for people & pets _Use where or when phrases _Comparing; -er, -est , simile _Alliteration , Rhyming, Noise words _Sentence Variation (? ,! , .)	_Noun & Verbs _Plural regular nouns _Proper Nouns _Possessive nouns _Personal, possessive & indefinite pronouns _Prepositions (during, beyond, toward) _ Composing & Expanding Simple & Compound Sentences _Verb Tense _ Frequently occurring adjectives _ Frequently occurring conjunctions(and, but, or, so, because)	_Use finger spaces _Directionality _ Wrapping Text _Print upper & lower case letters _End Punctuation _Commas-dates, series _Write letter/s for consonant & short vowel sounds Capitalize: _1 st word in sentence _I Spell _ simple words-common patterns & phonetically _High Frequency words

MENTOR TEXT(S) OR STIMULI

END PRODUCT:

<u>WRITER'S WORKSHOP FORMAT</u>	Teacher Models Topic or Skill:	Teacher Models Topic or Skill:	Teacher Models Topic or Skill:	Teacher Models Topic or Skill:	Teacher Models Topic or Skill:
Thinking Sketching Talking Guided (Students Think-Sketch-Talk): Think -Pick a topic Sketch the ideas/details of topic Talk to partner about drawing & about what their writing will say. Independent Writing (teacher rooms/conferences): Sharing (Students): Share writing Tell what their partner wrote Tell what skill they were working on Give a thumbs up or compliment when they hear a target skill in their partner's writing	Guided (Students Think, Sketch, Talk): Independent Writing Sharing:	Guided (Students Think, Sketch, Talk): Independent Writing Sharing:	Guided (Students Think, Sketch, Talk): Independent Writing Sharing:	Guided (Students Think, Sketch, Talk): Independent Writing Sharing:	Guided (Students Think, Sketch, Talk): Independent Writing Sharing:

