

**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**

<b>Genre: Text Types</b> <u>Opinion</u> -I think, I know <u>Informative/Expository</u> -name topic/subject -supply information <u>Narrative</u> - a single event or several loosely linked events. - events in order - a reaction to what happened. <b>Research:</b> _Shared Research/Writing _Gather Info to Answer Questions	<b>Process:</b> <b>Prewrite/Plan:</b> List/Graphic Organizer Sketch <b>Draft:</b> Use labeled diagrams to explain Tell/write what happened <b>Revise Based on Questions &amp; Suggestions:</b> Add another word Add more color to picture Add more information/detail Reorder information <b>Edit:</b> _Grammar _Conventions <b>Publish:</b> _ Class or individual Book _ PowerPoint /Video	<b>Targeted Skills:</b> <b>Organizing</b> _Sorting details _Sequencing (BME) _Topic sentence _Beginnings ( Questions) _Endings (Feeling/Reaction) <b>Composing/Literary Skills:</b> _Strong Verbs - _Descriptive Attributes -color, number, size, age, shape, made from words _Specificity -use names for people & pets _use where or when phrase _Comparing; -er, -est , simile _Alliteration , Rhyming, Noise words _Sentence Variation -ask a question	<b>Language Standards</b>	
			<b>Grammar/Usage</b> _Noun & Verbs _plural regular nouns _Prepositions _ Composing & Expanding Sentences	<b>Conventions</b> _Use finger spaces _Directionality _ Wrapping Text _Print upper & lower case letters _End Punctuation _Write letter/s for consonant & short vowel sounds <b>Capitalize:</b> _1 <sup>st</sup> word in sentence <b>Spell</b> _ simple words phonetically _High Frequency words

<b>MENTOR TEXT(S) OR STIMULI</b>			<b>END PRODUCT:</b>		
<b>WRITER'S WORKSHOP FORMAT</b> Teacher Models Topic or Skill Thinking Sketching Talking <b>Guided (Students Think-Sketch-Talk):</b> Think-Pick a topic Sketch the ideas/details of topic Talk to partner about drawing & about what their writing will say. <b>Independent Writing</b> (teacher rooms/conferences): <b>Sharing (Students):</b> 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	Teacher Models Topic or Skill:  <b>Guided (Students Think, Sketch, Talk):</b>  <b>Independent Writing</b>  <b>Sharing:</b>	Teacher Models Topic or Skill:  <b>Guided (Students Think, Sketch, Talk):</b>  <b>Independent Writing</b>  <b>Sharing:</b>	Teacher Models Topic or Skill:  <b>Guided (Students Think, Sketch, Talk):</b>  <b>Independent Writing</b>  <b>Sharing:</b>	Teacher Models Topic or Skill:  <b>Guided (Students Think, Sketch, Talk):</b>  <b>Independent Writing</b>  <b>Sharing:</b>	Teacher Models Topic or Skill:  <b>Guided (Students Think, Sketch, Talk):</b>  <b>Independent Writing</b>  <b>Sharing:</b>

**Planning for a Rigorous Reading/Language Arts Lesson... Week of:**