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| **Component** | **Engagement Strategies** | **Notes** |
| **Comprehension** | * Lots of partner work (Same partners as at their table (rotate every 6 weeks) * Sticks with students names (colored red/ green on the ends) * Create own text features for nonfiction text using correction (white) tape * Cut up major events in stories and have students sequence the events * Rotate the way students complete the graphic organizer (Independently, partner, use leveled practice) * CUTEE Resources * Think Central |  |
| **Guided Reading** | * Use a variety of text * Start with Journeys and then additional leveled readers * Read leveled readers on iPad * WTL notebook (cut regular notebooks in half) * Review phonics skills * Practice sight words |  |
| **Grammar** | * Display projectable onto whiteboard and have students come up and write the answers on the board * Shrink practice book pages to make homework booklets to practice skill * Grammar Snap |  |
| **Writing** | * All students are placed into small writing groups based on spelling inventory * Everyday a groups sits with teacher during work time and then gets to share at the end of writing |  |
| **Word Study** | * Memory to match the sounds * Journeys interactive lessons * Poems to match the skill * White Boards * Decodable Readers * Classroom posters * CUTEE Resources * Curriculum Resources |  |
| **Vocabulary** | * Talley Words * CUTEE Resources |  |
| **Fluency** | * Lines of practice * Each week students choose books from their browsing box for “fluency practice” on Friday they read their chosen books to a partner in their class, to their entire class, or to a buddy in another grade level * Poetry Journals * Readers Theater in Journeys |  |