Monday

October 16, 2023

Learning Targets

1. I can use Ujima to practice our classroom norms.

1. I CAN identify my reading goals for this year.

1. I can read fluently with PEAR.
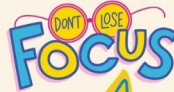
Classroom Norms

Sit in SLANT

Raise your hand to speak.

One Mic

Focus on the Learning Target.

Give your best effort.

What is your Reading Goal?
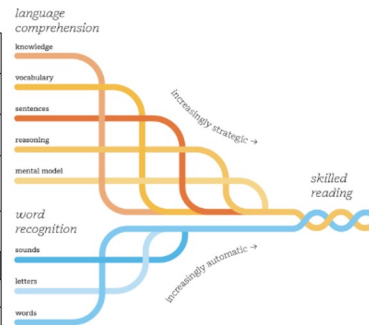
Name: _____ Date: _____

2023-2024 Reading Goal
Recording/Reflection Sheet

Below are some examples of definitions for "Reading." Highlight the quote that connects to you.

Reading is the skill of getting information from books.	Reading is the process of converting written words into speech and understanding it.	Reading is the skill of converting written sounds into speech, thinking about it, and taking that learning into the community.
- *Cambridge Dictionary*	- *Diane Henry Leipzig*	- *(paraphrased)*

These are the components that support good readers:

Knowledge: Use background knowledge carefully. Build knowledge of real world topics.

Vocabulary: Know word meaning. Connection across words. Word meaning part (morphology).

Sentences: Extract ideas from sentences. Use syntax, vocabulary, figures of speech, and background knowledge.

Reasoning: Make connections between ideas across sentences (e.g., inferencing), creating a web of ideas for a passage (textbase).

Mental Model: Build a big-picture model of the situation described in a text (situation model) and use it across texts.

Sounds: Spoken words are made up of phonemes.

Letters: Know that letters represent sounds.

Words: Read words by blending sounds and, increasingly, automatically on sight (sight recognition)

language comprehension
knowledge
vocabulary
sentences
reasoning
mental model

increasingly strategic →

skilled reading

word recognition
sounds
letters
words

increasingly automatic →

What do you notice? What do you wonder? _____

_____

FLUENCY means Reading with proper:

P → Pausing/Phrasing

pausing at punctuation, chunked phrases to sound **_smooth._**

E → Expression

change your voice appropriately at punctuation marks; **_expressive._**

A → Accuracy

read words correctly and **_accurately._**

R → Rate

read at the just right **rate(speed)**, not too fast, not too slow.

What does a

Great Reader

Look like?

Tuesday

October 17, 2023

Learning Targets

1. I CAN understand and practice our classroom norms.

1. I CAN understand and explain <u>inferencing strategies.</u>
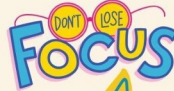
Classroom Norms

Sit in SLANT

Raise your hand to speak.

One Mic

Focus on the Learning Target.

Give your best effort.

Learning Target:

I can understand and explain inferencing strategies.

★ I used an uppercase letter to start my sentence.

★ I made sure there are finger spaces in between words.

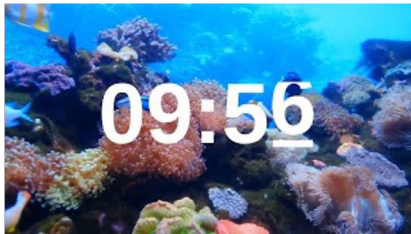★ I use neat handwriting with correct letter formation.

★ I end my sentences with punctuation.

★ My sentence expresses a complete thought that makes sense!

Inference Practice

09:56

Inferences Worksheet 1

Name: _____

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was "presentable," as Alice had often said.

1. What type of job does Paul do? _____

How do you know this?

2. Describe Alice: _____

What in the text supports your description?

3. What relationship do Paul and Alice have? _____

Why do you feel this way?

Crack! Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sobs. His mother comforted him, "There, there, Max. We'll just find something else to do." She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, "I don't wanna sand-mich!" A flash from the sky lit up the living room. *Boom!* Mom sighed.

4. Why is Max upset? _____

How do you know this?

5. What was Mom planning on doing today? _____

What in the text supports your description?

Wednesday

October 18, 2023

Learning Targets

1. I CAN understand and explain our classroom norms.

1. I CAN code syllables in words.

1. I CAN read fluently with PEAR.

1. I CAN comprehend what I read.

Get up to 5 Ujima Points a day!!
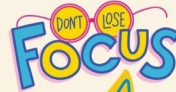
Classroom Norms

Sit in SLANT

Raise your hand to speak.
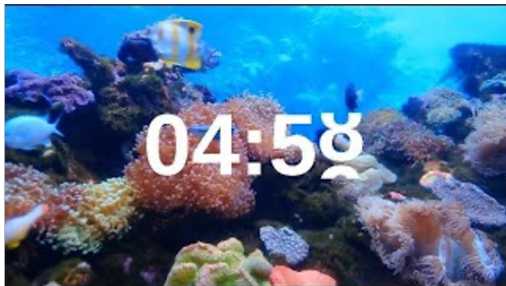
One Mic

Focus on the Learning Target.

Give your best effort.

Syllable SLeuth

Vowel Team Syllables Text Application

Name: _____

Date: _____

Following your 1ˢᵗ read, syllabicate the words listed below from the text.

r a i s i n	i n g r a i n e d
t e a p o t	H a l l o w e e n

Why were the girls excited for their day with Mom?

_____
_____
_____
_____

Who saved the day and how?

_____
_____
_____
_____
_____

Vowel Team Syllables Text Application

49

Reading Detective

04:58
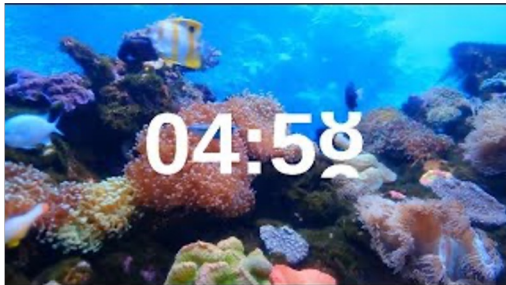
5 Star Sentences

★ ★ ★ ★ ★

★ I used an uppercase letter to start my sentence.

★ I made sure there are finger spaces in between words.

★ I use neat handwriting with correct letter formation.

★ I end my sentences with punctuation.

★ My sentence expresses a complete thought that makes sense!

Thursday

October 12, 2023

Learning Targets

1. I can understand and explain the classroom norms.

1. I CAN code syllables in words.

1. I can use Ujima to play learning games with my classmates.

Classroom Norms

Sit in SLANT

Raise your hand to speak.

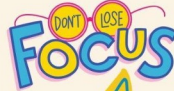One Mic

Focus on the Learning Target.

Give your best effort.

Syllable Sleuth

10:00

leaflet	repeat
railroad	cocoa
chimpanzee	sustain
discreet	Tennessee

Inference Detectives