

### Reading/Language Arts/Writing

#### Daily Activities:

##### **Students will:**

- listen to a book read aloud
- read books or materials on their own or with a partner (read for information or entertainment)
- read silently
- will read orally
- will have grammar/mini lessons, Word of the Day, DOL. DOA (**as dictated from a SBUS or the re-teaching of a concept, skill, etc.**)
- be involved in daily Writing (free write, reflection, journal, etc.)
- have the opportunity to be involved in the Daily News (5<sup>th</sup> grade)

#### Weekly:

##### **Students will:**

- "read aloud" to the teacher (depending on the grade level)
- be exposed to instruction of multiple reading strategies
- do peer writing
- have a reading conference (grades 2-5) at least **once with the teacher**
- have a spelling test- **tests that include content vocabulary, phonetic rules, etc.**
- use a computer for **research and word processing and/or Accelerated Reader**
- demonstrate the use of writing skills-**as outlined in the KY Writing Scoring Guide**

#### Monthly:

##### **Students will:**

- **conference on reading and/or writing** with teacher and/or other students
- read chapter books/novels **independently, buddy reading or whole class (grades 2-5)**
- speak in front of a group (ex. debates, book share, book projects, etc.)
- respond in writing to **open-response** questions. (Open response-informational, literature, persuasion, practical, reflections, etc.)
- publish a writing portfolio piece (as appropriate). A final copy to hang in the hallway, put in a class paper, mail to someone, share in author's circle, put into a class book, or **to be included in the writing portfolio, etc.**
- write for a purpose (ex. Letter to the editor, pen pals, school/class papers or magazines)
- **have exposure to** and experience **with** reading various types of genre (fiction, historical, mystery, biography, non-fictions, humor, drama, poetry).
- organize working portfolios **in a way to demonstrate the history of the piece**