

Enhancing Student Knowledge with Grouping (Part 1 & Part 2)

Analyze Homogeneous Grouping

Group	1	2	3	4
Level				
Teacher				
Start				
End				

Find exact level to enhance student learning of essential standard of fluency using common assessment (TAI Screener & AZ Reader Bench)



Reading A-Z

Determining Vertical Essential Standard

What essential standard is important across all grade levels and subject areas?

TakeOff-TouchDown



1. Teacher makes a statement
2. Students whom the statement applies stand up (Take Off)
3. Those to whom it does not apply remain seated
4. All students sit down
5. Steps are repeated for the next question

What does fluency look like in classroom?
Just Right Books & Mastery Multiplication

Is it a Good Fit Book for you?

Take the 5 Finger Test and find out!

Pick a page in the book and start reading out loud.

Each time you come to a word you don't know, put one finger up.

How many fingers are you holding up?

0-1 fingers EASY!

2 fingers Just right.

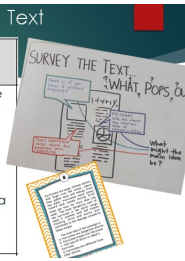
Teaching for Mastery of Multiplication

How do you know if students understand essential standard?

Breaking down the standard

RI.2 Determine Main Idea of a Text

What do I want students to know?	How will I help students?
Determine the main idea of a text	Students will determine the main idea of informational text by -determine the main idea from Task Cards -use pre-read strategy (Survey the Text page 227) to determine the main idea of a text



Connecting to Essential standard

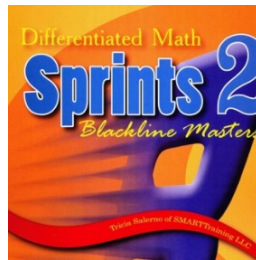
How does this task relate to RF4? Read with sufficient accuracy and fluency to support comprehension.

*Task Cards- each student will read **one paragraph** informational text task cards (#2, #7, #8)

-Task is differentiated (short answer/multiple choice) but text is the same

*Survey the Text- each student will read **multi-paragraph** informational passage

-Text is differentiated (leveled Ladders books) and task is the same



Nonfiction Reading Strategies

Multiplication of Fractions I—Round 1

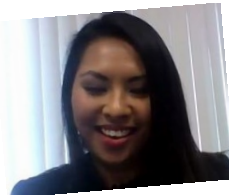
Directions: Determine the product of the fractions.

1.	$\frac{1}{2} \times \frac{3}{4}$	
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Cluster Cycle 1

Connecting Curriculum Map to Essential Standard

What is fluency?



What are objectives and sub-objectives?



Connecting Curriculum Maps to Fluency

