



March Madness ELA Framework



- ✚ **Opening (Review & Engage):** Review prior learning targets, Preview new learning targets, Activate prior knowledge
- ✚ **Whole Group (I DO):** Short, explicit mini- lesson on literary/informational reading standard and the aligned writing task. **OR** Explicit mini-lesson on writing strategy for the writing process.
- ✚ **Work Session/Small Group (Stations): Suggested Daily stations/small groups**
 - **Teacher-led stations (We Do):** Teacher leads a small group to reinforce the mini-lesson, provide modeling and support for reading, writing and word study. Confers with students on reading progress daily. (Intervention, diagnostic data, etc.)
 - **Independent Practice (You Do):** extension of teacher-led station
 - Comprehension application
 - Word work on grade level word analysis skills
 - **Technology:**
 - Students engage in personalized learning through online instruction path (iReady).
 - USA Test Prep
 - FEV Tutoring
 - **Word Work (You Do Small Group):** is the practice of working with words in some capacity. This can be working with a phonics pattern, sight words or high-frequency words, prefixes and suffixes.
 - Affixes (Prefixes and Suffixes)
 - Vocabulary (ie. Frayer Model)
 - Context Clues activities: Use words in context (related to text) and make meaning of the new words.
 - **Work on Writing**
 - Writing in response to reading using various writing strategies for constructed response (ie. R.A.C.E.)
 - Practice extended writing prompts (using the writing process)
 - Language standards (grammar and vocabulary acquisition)
- ✚ **Closing (Check for understanding):** Closing routines include a summary of learning (i.e. class discussion, sharing of work, assessment).

Resources:

- Georgia Milestones End of Grade Study/Resource Guides
- Teacher Guidance materials
- GA EOG Blueprint (Content Weights)