**SAMPLE Weekly Memo to Elementary Staff**

For the week of: 12/7-12/11

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| **Grade** | **Focus Standard(s) for Teaching and Assessing** | **Instructional Best Practice** |
| **K** | **Fundations (K.RF.1,2,3)**  z,q | Drill Sounds could be done in a class zoom meeting  Video of sky writing letter **z and q** for students to watch and copy |
| **1** | **Fundations (1.R.F. 2,3)**  Unit 3, Week 2 Days 2, 3 & 4 | Make special note of the concept of words that rhyme and make word ladders  Provide feedback to students on 1.L.1 &2 in sentence writing |
| **2** | **Fundations (2.RF.3):**  **2.SL.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  **2.W.8:** Recall information from experiences or gather information from provided sources to answer a question | Drill Sounds   * Large/small letter sound cards * Echo * Focus on vowels/consonants needing extra review as determined by formative assessment * Include: **long vowel v-e large sound cards** |
| **3** | **3.RI.4** – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  **3.W.8** – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | * practice close reading and listening to informational texts, generating questions, building vocabulary, and locating information in text |
| **4** | **4.RI.2:** Determine the main idea and how key details support. | * Referring to text details and examples when explaining what the text says or when drawing inferences. * Writers draw inspiration from many places, including the work of other writers and their own lives. |
| **5** | **5.L.6:** Acquire and use academic vocabulary (Lesson 2 & 3, PS)  **5.RI.4:** Determine the meaning of academic words/phrases (Lesson 2 & 3, PS) | * + - In the book you are reading, choose an example of the author’s writing that captures your attention. Journal Entry: What did you learn about the rainforest from this interview? What text features in information texts help you as a reader learn more about a topic? |
| **General Reminders** | **IRLA stem ideas:**  Today, I read \_\_\_\_\_\_\_\_. The main idea is \_\_\_\_\_\_\_. On page \_\_\_\_\_, one key detail is\_\_\_\_\_\_\_\_\_. I know this because (evidence)\_\_\_\_\_\_.  \*This sentence stem may need modeling/scaffolding.  Weekly Assessment Option chosen by the PLC: exit ticket, observation, CFA, summative assessment, written response to independent reading, discussion board responses, flipgrid response  Utilize the Standard Assessment Rubric for All Essential Standards | |