

	Assess	Decide	Guide
	Writing sample	Goals	Scaffolds and Prompts
Emergent	<p><i>•I love to eat pizza.</i></p> <p><i>•I can sit on the rug.</i></p> <p><i>•I can sit on the rug and not get up.</i></p>	Learn letters and sounds	Trace ABC book with tutor Use ABC chart for links Picture sorting
		Hear and record CVC words	Slow articulation, Elkonin boxes Punch the sound in the middle.
		Sight words	Teach orthographic mapping (4 steps)
		Letter formation	Model and practice
		Spacing	Draw a line for each word
		Remember the sentence	Repeat sentence several times
Early	<p><i>•I can share my chips with you.</i></p> <p><i>I went to the beach and played with my shovel.</i></p> <p><i>•I have great friends in my class. I think I will share my snack with them.</i></p>	Hear & record sounds: digraphs & blends	Articulatory moves, picture sorting, break at onset/rime
		Phonetic spelling	Slow articulation Elkonin boxes
		Sight words	Teach orthographic mapping (4 steps)
		Legibility	Teach how to use handwriting lines Print alphabet strip on journals
		Periods	<i>Listen for the end of your sentence</i>
		Capital letters	<i>A capital letter follows a period</i>
		Add endings	<i>Listen to the end of that word</i>
		Monitor for accuracy	<i>Reread and think of what comes next</i>
Write a B-M-E retelling	Use a key word plan or choose 3 pictures		
Transitional	<i>My teacher said we are going outside today because it might rain tomorrow.</i>	See goals and scaffolds below.	
Goal	Scaffolds and Prompts		
Sentence sense	<i>Tell me your sentence.</i> Correct structure/grammar if necessary. Encourage short sentences the student can remember.		
Legibility	<i>This is how you use the lines on the paper.</i> Model with tall letters first. Then teach the small letters and the ones that go below the line.		
Phonetic spelling	<i>Say each word slowly and write the sounds you hear.</i> Use sound boxes to help the student segment sounds in one-syllable words. The goal at this point is not accurate spelling but phonetic spelling.		

Use spelling resources	<i>If you don't remember how to spell a word, check your word wall, or see if it is in the book. If not, say the word slowly and write the sounds you hear.</i>
Monitor	<i>Reread every sentence and point to each word with your eraser.</i>
Periods	<i>Say your sentence and make a fist. The fist helps you remember to put a period at the end.</i>
Capital letters	<i>Check the word that follows each period to see if it begins with a capital letter. Always teach periods before you target capital letters.</i>
Multisyllable words	<i>Clap the word and say each part slowly. Write the sounds you hear in each part.</i>
Ideas and organization	<i>Help students create a simple, three-word plan before they write. Write a sentence using each word.</i>
Details	<i>Tell me more. What else can you write about that? Prompt students to use text features such as headings, captions, and illustrations to add details to their writing.</i>
Use interesting vocabulary	<i>Before students write, list several interesting words from the story and tell students they must use these words as they write their response. Show students how to rewrite a boring sentence to make it interesting. Boring: <i>The grasshopper asked for food.</i> Scaffold: <i>The _____, _____ grasshopper asked _____ for _____.</i> Interesting: <i>The shivering, starving grasshopper begged for something to eat.</i></i>

References

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