Upper Grades (3-8)

Oral language development and dynamic engagement techniques support all areas of focus.

Eliminate duplicating organizers. Students make simple organizers to plan, orally rehearse, and then write engaging narratives, interesting information, dynamic descriptions, succinct summaries, insightful responses to literature, and convincing opinion/argumentative essays. Bridge from highly supportive writing lessons that slowly release to independent writing.

Utilize the Sentence Builder and Pattern Blueprint Cards to develop more complex and sophisticated sentences that connect to students' essays. Incorporate grammar, mechanics, vocabulary, and usage as meaningful and necessary skills for complete and coherent sentences.

Understand, analyze, and evaluate narrative and expository text in social studies, science, and language arts.

Learn the unique and dynamic text structure chants for students to identify the most important parts of narratives, information, and opinions. Adhere text structure post-its to books/articles to increase comprehension. Circle and label text structure elements in compositions to revise for organization and purpose.

Read science/social studies textbooks and articles while simultaneously taking notes that identify the central idea and supporting details, followed by a critical analysis of the texts.

Develop the list and draw, question, then react reading routine while reading narratives and information to increase depth and complexity of text.

Implement a unique ELA two-week lesson plan that integrates vocabulary, comprehension, and writing. Utilize a menu of standards-based reading and writing activities to raise achievement levels. Focus questions tied to cognitive operations, in-depth understandings of text for response and evaluation, and a constant integration of written language are a few of the many activities covered.

Use a systematic approach to implement test-taking strategies that seamlessly weave into our ELA, science, and social studies' routines. Learn how to tackle prompts, tasks, and stimuli to answer questions, write constructed responses, and full-writes.